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ABSTRACT

The handbook is intended to aid residential schools for deaf children in establishing comprehensive staff development programs. Stressed is the importance of involving all staff members including administrators, teachers, and dormitory counselors in the provision of an integrated 24-hour-a-day learning environment. The handbook is said to be appropriate for use by a single school, a group of schools acting cooperatively, or training institutions desiring to assist schools. Described in the first section is a pilot regional training program which involved six schools working together with the New York University Deafness Research and Training Center to develop a cadre of trainers from each school's staff to oversee staff development and inservice training at their respective schools. Contained in the second section are notes from the actual experiences of the six project schools covering topics such as first steps, resistance to change, staff relationships, and planning for multiply handicapped children. Considered in the third section, a general guide to staff development, are issues in program development and suggestions for implementation in areas such as school policies, choosing a director of staff development, training a core team of trainers, increasing staff sensitivity, orienting the new child, first aid and accident prevention, and behavior management. (DB)

Handbook for Staff Development in Residential Schools for Deaf Children

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New York University School of Education

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HANDBOOK FOR STAFF DEVELOPMENT IN RESIDENTIAL SCHOOLS FOR DEAF CHILDREN

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PREFACE

This handbook has been prepared to help residential schools for deaf children develop a comprehensive staff development program. The special focus in the book is on the process of involving a whole school ---administrators, teachers, dormitory counselors--- in working together to provide an integrated 24-hour-a-day learning environment for deaf children.

Every school is unique and works toward this goal in a somewhat different way. But since the process of comprehensive staff development requires extensive planning and effort on the part of many people, the experiences of others who are involved in the same process should be helpful. Hence this handbook.

Included in the book are materials of several kinds that could be adapted to meet various needs. The book could be used by a single school, by a group of schools that want to get together to provide a cooperative training program, and by training institutions that want to assist schools in their regions.

The first section describes a pilot regional training program that could serve as a model to be adapted by training institutions and groups of schools that are fairly close to each other geographically. In the pilot program six schools worked together with the New York University Deafness Research & Training Center to develop in each school a cadre of trainers from both inclass and after-class supervisory staff. The cadres of trainers were then responsible for staff development and inservice training in their own schools.

The second section contains notes from actual experiences of the six schools that participated in the regional project. Since the six schools found it meaningful to share their experiences with each other, other schools may also find their experiences helpful.

The third section is a general guide to staff development. This was written by Dr. Hagop S. Mashikian, M.D., Professor of Child Psychiatry, New York School of Psychiatry.

Dr. Mashikian is a specialist in staff development in residential facilities and a staff member in the regional training program for residential schools for deaf children. The section contains basic issues to be considered and specific suggestions for implementation.

This book is part of a package of materials developed by the New York University Deafness Research & Training Center to assist residential schools in planning comprehensive ongoing staff development programs. Also in the package are a book of readings, Inservice Training for Afterclass Staff in Residential Schools, and a number of videotapes and audio-slide shows on various aspects of staff development. Further information on the training package materials may be obtained from the Deafness Research & Training Center.

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The development of the Inservice Training Program and this handbook have resulted from the cooperation and efforts of many people. Of central importance was the strong support given by the superintendents of the six residential schools participating in the regional program: Mr. Joseph P. Youngs, Governor Baxter State School for the Deaf; Dr. Roy M. Stelle, New York School for the Deaf; Mr. J. Jay Farman, New York State School for the Deaf; Dr. Ben E. Hoffmeyer, American School for the Deaf; Mr. Peter M. Blackwell, Rhode Island School for the Deaf; Sister Nora Letourneau, St. Mary's School for the Deaf. Representatives from the supervisory staff of these schools participated enthusiastically in every aspect of the training program, and served as cadres of trainers to help with staff development in their own schools: Ms. Eva D. Cutler, Mr. Robert Kelly, Mr. Jan K. Repass, Mr. Arthur L. Ashenden, Mr. Kendall D. Litchfield, Mr. Julius A. Nagy, Mr. Gordon A. Baker, Mr. Robert A. Joseph, Mr. Joseph M. Sacco, Mr. Albert J. Couthen, Ms. Patricia A. Potwine, Ms. Carol Smith, Mr. Herbert K. Goldberg, Mr. David Greenhalgh, Ms. Mary M. Burke, Sister Mary Patrick Murphy, Sister Michael Scahill.

Many others contributed greatly to the program. Dr. Victor H. Galloway from the Model Secondary School for the Deaf and Dr. McCay Vernon from Western Maryland College were valuable contributors to the training institutes. Mr. William Tipton served as a resource person. Excellent interpreters at institute sessions were: Ms. Carol Tipton, Mr. Philip Cronlund, Mr. William Gibson, Mr. Frank Zieziula, Mr. Robert Battersby, Mr. Jack Tarins, Mr. Marvin Sallop, Mr. Michael Nelson, and Mr. Richard Fendrich. Videotape specialists included Dr. Robert Gonzales, and students from the Northeast Regional Media Center, Mr. Joel D. Ziev, and media specialists from the schools.

Others assisted in the early planning stages of the program. An early planning conference was held on Environmental Dynamics in the Behavioral Development of Deaf People, with the following people participating: Dr. Donald Brown, Dr. Richard Brill, Dr. Hilde Schlesinger, Dr. Robert Frisina, Dr. Ross Stuckless, Dr. Ralph Hoag, Sister Catherine Costello. At a subsequent national planning conference were: Dr. Helen Craig, Mr. Oscar Cohen, Dr. William Craig, Dr. D. Wilson Hess, Dr. Roy M. Stelle, Mrs. Shirley Stein, Mr. Frank Turk. Attending a Superintendents' Advisory Committee Conference were: Mr. George T. Pratt, Clarke School for the Deaf; Dr. Peter J. Owsley, Mystic Oral School; Sister Mary Kieran, Boston School for the Deaf; Mr. Richard K. Lane, The Austine School for the Deaf; Mr. Gary Curtis, American School for the Deaf. Afterclass personnel who participated in the planning were: Mr. Ronald Careb,

Ms. Margaret Keane, Ms. Mary Gallo, Ms. Helen P. Young, Mr. Charles R. Durgin, Sister Helen Callahan, Sister Doris Langlois, Mr. John M. Rogers, Mr. Eugene W. Catalano, Ms. Althea Sullivan, Mr. Alan Marzelli, Ms. Eleanor Boynton.

Ms. Evelyn Anderson and Ms. Janice Clapsaddle handled the typing involved in preparation of the handbook.

Finally, the program was made possible in the early stages through the support of the Social and Rehabilitation Service, and during the major portion by the Bureau of Education of the Handicapped, U.S. Office of Education, Department of Health, Education and Welfare. Ms. Judy Fein, in particular, has been a continuing source of guidance and assistance.

A REGIONAL PILOT TRAINING PROJECT

A regional training project was sponsored by the New York University Deafness Research & Training Center and supported by the Bureau of Education of the Handicapped, Office of Education, U.S. Department of Health, Education and Welfare. It had been supported the first two years by Social and Rehabilitation Service, U.S. Department of Health, Education and Welfare.

The overall objective was to develop and implement in six residential schools for deaf children a regional prototype for inservice training of professional afterclass staff. The goal was to develop within each school a training cadre composed of both afterclass and inclass hours supervising staff which would provide afterclass staff with the knowledge, skills, and attitudes needed for increased contributions to the total development of deaf children. The ultimate goal, and hence the final test of the program's effectiveness, was observable change in the children's behavior, indicating growth in interpersonal skills and decision-making ability, participation in a broad range of experiences, and use of communication and language.

An equally important objective was to produce a complete package incorporating the fieldtested and revised prototype training program, including content, educational technologies, and special materials developed for its use. This handbook is part of the package. Included also are the book of readings, Inservice Training for Afterclass Staff In Residential Schools, and 12 videotapes and audio-slide shows on various aspects of staff development.

STRUCTURE OF TRAINING PROGRAM FOR PROFESSIONAL AFTERCLASS STAFF IN RESIDENTIAL SCHOOLS FOR DEAF CHILDREN

Participants. Six residential schools for deaf children in the northeast region participated in the pilot training project. The school superintendents participated in several planning conferences and agreed to have their staff take part in the project.

There were three trainees representing each of the participating

schools: a supervisory teacher, the dean of students, and a supervisory dormitory counselor. The trainees were staff members who had indicated interest and competency in training other members of the staff. They were selected by the administrators of the schools. The three staff members from each school constituted the cadre of trainers, who participated in the training program and then served as trainers in their own schools.

The rationale for having the staff members from both afterclass and inclass departments of each school train together was that the group had an opportunity to practice cooperation and to find realistic ways of working together at the training seminars, and was then able to continue this cooperative effort in its own school.

Project staff included a child psychiatrist who was a specialist in staff development in residential facilities and specialists in the education and development of deaf children. The project staff and participants included both deaf and hearing members.

Training Schedule: Institutes. There were five training Institutes. The first was for four days and was before the opening of school in September. The subsequent Institutes were for three days each, in October, November, January, and March. The participating schools took turns serving as hosts for the Institutes.

Ongoing Activities Between Institutes. Since it was not feasible for key personnel to be away from the school for long periods of time, a large part of the training activities were directed by the project staff between Institutes. Trainees were given special assignments in their own schools to work out and thus explore realistically the concepts discussed in the Institutes. The project staff provided a variety of materials to be used in inservice training in the schools, and was available for ongoing help in special conferences.

Major Course Sequence.

1. A Comprehensive Program for a Residential School for Deaf Children

Objectives: To describe the current model in each school ---Administrative structure; relation of residential staff to administration, instructional staff and other services; job description of various levels of residential staff; inter-department structure of residential staff.

To develop an ideal model ---Identification of needs of deaf children in a residential setting; roles of residential staff in meeting these needs

To adapt the ideal model to each local setting ---As trainees of each cadre develop adaptions of model for their own school they will attempt to implement it and evaluate it in their school.

Problems were brought to later seminars.

2. Developing a Program of Inservice Training and Staff Development

Objectives: To identify factors to be considered in planning, i.e., policies of administration, program needs, training needs; to identify the stages of the planning process; to develop a model for a Training Director, including attributes and responsibilities; to develop a design for an inservice training program.

3. Supervision

Objectives: To convey the basic principles of supervision as an educational method as distinguished from supervision as an administrative disciplinary tool; to elicit different types of supervisory techniques; to explore how supervision is operationally related to other training goals; to sharpen supervisory skills as related to practical day-to-day problems.

4. Group Dynamics and Group Processes

Objectives: To convey concepts of group interactional processes; to demonstrate group dynamics with combined didactic, film, recording, and role-playing methods; to apply these concepts in a project based on trainees' particular responsibilities in their schools.

5. Specific Behavior Problems and Their Management

Objectives: To identify pragmatically and practically, by means of role play and lecturette, frequent specific behavior problems (aggression, withdrawal, sexual acting out, temper outbursts. bed wetting); to increase understanding of these problems as to their causation, management, and importance in the child's education and development.

6. Educational Methodologies

Objectives: To explore by demonstration and participation the relative merits of an array of educational methods: role playing, films, tape recordings, small group discussions, videotapes, lectures, brain trust sessions, etc.; to identify specific ways in which they could be used in conveying educational concepts to the staff and students in the school.

7. General Background Subjects

Objectives: To identify subjects that need to be covered in inservice training programs for afterschool hours staff in the schools. These included developmental psychology and adaptational factors in behavior; language development; hearing loss, audiology, and speech therapy; group identity among deaf people; integration of deaf and hearing students; problems of alcohol, glue sniffing and addictive agents. To explore local resources which may be of help in staff training, i.e., other staff members, professional consultants in special fields, and representatives of community agencies.

Training Strategies. A variety of methods and techniques were used in the prototype program Institutes. The participants then adapted them for use in inservice training in their own schools. In each training Institute approaches were usually used in this sequence:

Orientation: This initial large group meeting of the project staff, consultants and participants was intended to provide an early opportunity for the participants to become familiar with the training program plans, expectations, and objectives. The style of the Institutes, some of the scheduled content, the facilities and questions of general interest were discussed.

Lecturette: Information relevant to various content areas was presented in a manner as brief and pragmatic as possible. The presentation was intended to stimulate consideration and exchange of ideas and to present various training models and techniques for possible modification and use in individual training programs. Project staff and consultants present selected aspects of the program as models for discussion and modification for individual schools.

Large Group Interchange: The large group discussion were intended to facilitate the building of a conference community and an understanding of the need for and development of a comprehensive program by providing an opportunity for the participants to explore the ideas advanced in the lecturettes. Through discussion of the presentations participants began to relate to each other and acquire a sense of a common goal. They had opportunities to share knowledge gained, air general problems encountered, and raise questions arising from small group sessions and individual interchange.

Small Group Practicum: These sessions involved groups of 6-9 participants who worked on a problem or set of tasks requiring a group effort or solution. These tasks were based on material developed in a formal presentation or seminar and were intended to provide an opportunity for the participants to develop plans, processes, and approaches for presentation to the larger group.

Crackerbarrel Session: Evenings were devoted to informal rap sessions which provided opportunities for participant-staff interaction in an unstructured setting conducive to free exchange of feelings, ideas, goals, etc. All project staff and consultants were present, and there were no time or topic limitations.

Individual Consultation: The staff and consultants were available for individual and group consultation upon request or contact throughout the Institute.

Simulations and Exercises: Topic-related activities which combined the challenge and pleasure of physical activity and/or games with an opportunity to explore, at little risk, a variety of personal responses and styles

under specific conditions were offered at appropriate times during the Institutes. Each was designed to promote the occurrence and utilization of insights of use in daily interaction within the school setting. Some of the approaches used included:

1. Role playing
2. Learning-by-doing tasks as curriculum content
3. Audio-visual methods: videotaping institute sessions for subsequent replay and discussion, utilization of prepared materials (videotapes, movies, etc.) tape recordings.
4. Recreation-participation in presentations for different age levels of children as a learning task.
5. Communication exercises ---to improve effective communication skills and learn to recognize common disturbances which occur.
6. Report writing
    a) As part of the process of obtaining information
    b) As a tool for learning to sharpen observations and to encourage the search for further understanding of the behavior reported.
7. Problem solving groups
8. Sensitivity training ---to help participants increase their understanding of their own feelings and attitudes in relation to job performance
9. Assignment of special field projects to be conducted by each cadre in its own school.

EXPERIENCES OF SIX SCHOOLS

Six residential schools for deaf children participated in the regional pilot project sponsored by the New York University Deafness Research & Training Center. The schools were different in size and in philosophy. Some were in large urban centers and some in sparsely settled areas. Yet the schools found it helpful to share with each other their perceptions of central issues and their problems in planning and implementation. Notes on their experiences are presented here to help other schools with the same process and also to help training institutions that are interested in assisting residential schools in their regions.

Needs of Deaf Children in a Residential School.

Staff Development for what?
Inservice Training to learn what?
What are the ultimate goals for all of the planning, and all of the strategies for implementing?

These were the questions the participants talked about a lot at the first Institute and then back at their own schools. They recognized that when they were developing a staff development program and inservice training, they had to keep in mind always that the ultimate goal of all efforts must be the children's emotional and intellectual growth.

The starting point was to identify the needs of deaf children in a residential school. Planning for changes and action followed from there. Participants agreed that the children, in addition to having the same needs as all children, also had some special needs, and it must be the goal of the schools to provide an environment that met these needs. The special needs were related to development of communication, language and independence. The staff development program was a planned way to involve the entire school in providing an environment that gave the children full opportunities for informal learning, for rich and broad experience, for making decisions and having responsibilities. When the participants discussed these issues with the staff members in their schools, there was some difference in priorities, but the general focus on needs was similar in the six schools.

First Steps in the Schools.

After the first Institute, the participants began to work as cadres of trainers in their own schools. Each cadre of trainers started by meeting with the Superintendent. They discussed the whole concept of a planned school-wide staff development program. And they discussed ways to work toward this at their own school. They then brought in others in the school to help with the planning and implementation process.

The cadres of trainers returned to the second Institute and described their progress up to that time, the obstacles they encountered, and what they were trying to do about them.

Each school is unique, and the initial experiences, as well as subsequent ones, were different in each school. But there were many similarities, and the trainers found it productive to discuss these with each other. The following are descriptions of the first steps in two different schools.

First Report from One School

The Institute participants met with the Superintendent and Principal to discuss what had taken place at the first Institute. The meeting was opened with the comment that it was vital to have the support of the administrators behind the proposed education program for afterclass staff.

The first point discussed was that of the need for a Director of Training. This person's job description was detailed. This person would direct the Education Program for Afterclass Staff. Some of the possibilities and needs in the Education Program were suggested.

1. Philosophy of the school should be known
2. The child should be the specific object and a prime need is to promote independence and decision ---the proof would be in the adult we turn out
3. Coordination of the academic program with the afterclass program

A committee should be formed to assist the Director in the planning of the proposed program. Possible participants were listed apropos to our specific program.

Key people - 3 Institute Members acting as Director temporarily
Social worker
Psychologist
Academic Supervisors (Primary, Intermediate, and Senior)
Houseparent Heads (Intermediate girls, Intermediate boys, Senior girls, Senior boys)

First Report from One School, continued

Recreation Supervisor
Administration - Principal
1 Teacher
1 Student

What Would Be The First Step To Spread The Word Of What We Are Proposing To Do?

1. General report of Institute to be given to entire staff ---academic and afterclass at Orientation Program September 6th 1:30-2:00 p.m.

2. Houseparent heads will meet with cadre to receive a more detailed account of what is proposed and an opportunity given for questions and discussion September 7 10:00-11:00 a.m.

Possibilities within the cadre's schedules were discussed to determine the feasibility of keeping open communication with houseparent staff.

Possible Content Of Program

1. Problems of deafness
2. Language development ---better communication with academic staff to continue the child's education
3. Child development ---needs of the child ---ordinary growth patterns
4. Reporting and observations ---what? how? why? Positive rather than negative reporting Examples and anecdotes from the Institute were shared.

After two hours the meeting came to a close with two definite moves planned for Orientation Day.

First Report from Another School

We met with the Superintendent and discussed the first Institute and our outline of what we wanted to begin to do in staff development and inservice training. We were given full support by the Superintendent. He asked two of us to head the program. He suggested ideas for a questionnaire to be submitted to all staff members and suggested that we meet again in two weeks. After discussing ideas with the Superintendent we met with individuals and discussed the need for inservice programming at our school. It was evident that there were as many ideas for programming as there were staff members.

A questionnaire was devised to attempt to give indication of how afterclass personnel and faculty felt about inservice training.

It was from this questionnaire together with ideas from discussions and interviews with staff that the outline was prepared.

It was apparent that three areas were of vital importance according to the individuals working within our program:

first: communication with the students
second: an understanding of deafness
third: an understanding of the total school program and the importance of after-school personnel

These areas of consideration were the basis for the format of the inservice program.

Other areas which were of interest to the administration of the school ---the Philosophy of the school and Report-writing ---were added to the training program.

Other areas of demand that showed up in the questionnaire, though not as widely requested as the above, were selected: Recreation and Safety. Notations were made of random requests with intention of adding them to the existing framework so that all areas could be touched upon at some time during the one year training program.

Attitudes and behavioral problems regarding specific incidents or children were not included but we hoped that these would be resolved in the general discussions during the training program. It was felt by giving positive support and helping the dormitory staff understand some of the problems of deafness, that attitudes toward and about deaf children would improve.

The program was shared with selected individuals in addition to those who would teach or moderate the discussions. Some minor refinements were made.

The proof of its value will only be known after it is used and evaluated within our school.

Resistance to Change.

The cadres of trainers from all of the schools found that the process of change is difficult. They made progress, but they met with many kinds of resistance.

A special source of resistance was frequently the dormitory counselor who had worked in the school for many years. There were many exceptions, but a question that came up often was, "What do you do about so called old-timers who do not want to follow any changes that are being introduced in a situation? These people balk at anything the school program is going to do." Their answer is, "Well, we tried it before. It didn't work."

Other sources of resistance to change were avid proponents of the Athletic Program. Several schools that were trying to broaden the experiences of their students grappled with the problem as expressed by one participant, "The Athletic Program usually has had the say and priority for use of facilities and overshadows other programs. We are looking at values. What is important? Some avenues have been neglected. Maybe we should look into this and make changes to even the situation."

Another impediment to change was the difficulty schools had in arranging for salary increase and a career ladder type of advancement to serve as an incentive for dormitory counselors to upgrade their skills. One dean of students described the situation this way:

> The original intent of the three hours per week, fifteen week course, was to meet CED certification requirements. Presently, such criteria would only lead to a piece of paper on the wall and no extra money in the pocket. In the long run this doesn't sound too interesting to most staff members. The time element was also significant in terms of possible college credits. To date, we have been unable to locate a college that is interested in accrediting the course and chances appear slim. Our plan, in accordance with CED, called for two other courses next year in the area of child development and recreational activities. At this point our evaluation suggests that perhaps training of this nature could be included next year but not structured in college credit requirements. In the area of financial upgrading of staff, work is being done on a career ladder that would recognize education and experience in terms of responsibility and pay.

The schools reported that it took time to open up communication among their staff members. One trainer described a newly established weekly meeting of houseparents:

> We were uneasy and cautious at first and hesitated to speak out. But as the meetings went along, we felt more at ease and expressed our opinions.

Another trainer described a meeting of the dean of students, senior supervising house father, and houseparents. The group had just read the section, "Orientation of New Houseparents", in Inservice Training for Afterclass Staff In Residential Schools. Using this reading as a starting-off point, they discussed the relationships between supervisors and houseparents. The trainer reported:

> Because of the uniqueness of the situation to the participants, they were slow to respond at first. Once they became more aware of the purpose of the discussion they took more part. But it did take time. To a certain degree the discussion did bring things out in the open, and by doing so, relieved some of the anxieties that hiding feelings can cause.

From their experiences with the process of effecting change, the trainers found that they needed to be patient and learned to avoid letting the initial upheaval be a barrier to their continuing effort. They also learned that it was good to begin with an activity in which they were likely to meet success. Several schools that initiated a communication skills course found that it immediately was enjoyed by all and, as one trainer said, "was instrumental in improving very quickly relationships and interaction between staff and students."

Involving Individual Counselors In Providing Broadened Experiences and Opportunities for Independence.

The cadres of trainers worked toward comprehensive school-wide planning to help the staff provide a wide range of experiences for the children and many opportunities to make decisions and take on responsibilities. But they also found that the more individual dormitory counselors were involved in the planning process, the richer would be the program and the greater would be the success in implementation.

The trainers tried a technique that they found to be effective. Each of the schools held a brainstorming session with a group of its dormitory counselors. The objective was to come up with ways that they could (1) provide a broader range of experiences for children in their own group and (2) allow the children in their own group more opportunities for making choices. The counselors were told that they would meet back together again in one month to report on which ideas they had tried, which ones worked, which ones didn't work, and to tell what had happened.

The schools found the results gratifying. Excerpts from some of the reports are included here:

Brainstorming Session Report from a Senior Department

Senior Girls Staff noted the lack of responsibility on the part of the leaders (Senior Class) to promote mature choices and actions on their own part and in younger children.

The staff met with the "Seniors" to discuss the constant bickering and quarreling among themselves, and to discover means to help the "Seniors" assume the responsibility of leadership which should be theirs.

As a result of the meeting, the girls accepted responsibility to organize, plan and carry out a weekly get together of all the resident girls in the Senior Girls Department.

A Popcorn Party was the first social planned by the girls. Games and refreshments were provided by the senior class, who also appointed clean-up committees. A Mardi Gras and a St. Patrick's party are coming.

Senior Boys staff agreed to allow more leniency in actual time for retiring for boys eighteen years old and up. These boys required to go to the Dorm area at 11:30 p.m. but could hold bull session in the adjoining washroom area as long as they wished if they:

1. Didn't bother any boy who had retired
2. Kept the noise down
3. Got up next morning in time for classes
4. No adverse comments from teachers concerning functioning in class
5. The night supervisor was in the general vicinity

Individual boys have disregarded the rule to keep the sessions quiet (wrestling, hiding other boys clothes) and were not allowed to participate for a week at a time. On the whole the boys have responded well to the plan.

Discussion of the whole matter of allowing senior boys (18 and older) to determine for themselves when they wished to go to bed with the Committee of Afterclass Staff, including the Superintendent, brought about a recommendation to write to parents of all boys over eighteen years of age asking them to give permission in writing for their son to participate in a plan

Brainstorming Session Report from a Senior Department, continued

allowing the boys to remain unsupervised in the living room area from 11:30 p.m. until they decided to go to bed.

The plan will be initiated on a trial basis and its continuance will be governed by:

1. Letter from parents
2. Boys remain in building
3. Act responsibly while in living area
4. Go to bed without disturbing others
5. Be on time for class next morning
6. No complaints from teachers about "tired" boys
7. Maintain good standing in all areas of school life.

Combined staff of Senior Boys and Girls thought it might be worthwhile to offer the facilities of the Senior Boys lounge for an hour after supper to those boys and girls now spending this time at the corner hamburger stand.

Another option opened to small segment of senior boys (those ineligible to participate in varsity sports) to join the alumni basketball squad on the condition that school activities take priority. Three boys now practicing and playing games with Alumni.

Staff offering monthly get-togethers to boys and girls. A Valentine party and a swimming party held so far. Very successful.

Another report shows the dormitory counselors' ingenuity in finding possibilities for flexibility and individual choices in the daily routines of primary children.

Brainstorming Session Report from a Primary Department

In discussion the point of different activities came up. It is very difficult not to repeat activities that take place in the school departments. This brought up the point of communication between the departments. If the houseparents knew more of what is going on in school and the children's various study experiences they could supplement them after school.

One of the houseparents decided to have more "doing" activities such as cooking, baking, making popcorn, etc. This would take place after school on days that the children couldn't play outside or for a change in the routine. There are five girls and one boy in this group and the time is usually 3:30 - 5:00. These activities afforded the children an opportunity to make something - go through the process - mixing, taking turns, sharing - having fun as well as reviewing vocabulary in a different environment with different people, broadening their contact with people and of course enjoying the end results. Parties could follow with the children preparing and setting up and cleaning up - all every day happenings.

These activities were tried periodically and the children enjoyed them. The sense of responsibility was again a major area. Many problems of the older children stem back to the lack of responsibility initiated at the early levels. The possibilities were investigated and some ideas were as follows: (1) Have some choice in what they wear the following day. (2) Utilize the older children where possible - within the group - 8 yr. old with 5 yr. old. (3) Vary unstructured activities and encourage a choice on the part of the child. (4) Tune in to situations that the child can do himself and allow time to do it - Ex. - dressing themselves. Sometimes scheduling prevents you from taking time. This will mean a change in scheduling for the benefit of the child, not you. (5) Snack time - children can set up and dispense snack - again this takes time and supervision and a sense of fairness rotating the jobs so that each gets a turn.

The head houseparent came up with a good idea that has just evolved and is an excellent opportunity to further responsibility as well as cut down on the regimentation of institutional living. This houseparent "sleeps in" and is responsible for the children at night and in the morning. There are 20 children, two rooms, and her bedroom adjoins both rooms. In the morning some of the children awaken earlier than the others. Instead of waking all at once or trying to get the early risers to stay in bed she has been taking the few that awaken to the living quarters two floors below. These children then proceed to get ready for the day. When it is regular rising time one of the children goes upstairs and awakens the rest of the children and

Brainstorming Report from a Primary Department, continued

they tip-toe downstairs. This gives more attention to individuals, responsibility to whomever's turn it is to wake the children and an allowance to individual needs and differences. The children who wake early are not always the same ones and it is cute to see who is awake; of course the early rising is only about a 15 minute difference.

The next report is from a dean of students on the brainstorming session of six primary houseparents.

Brainstorming Session Report from Another School's Primary Department

I suggested that we try to implement these ideas as the staff felt ready and that it would be up to the senior houseparents to supervise the overall implementation of the program. About six weeks later we met to evaluate and discuss the programs.

1. Reading Centers. Centers have been established in the primary area of both the girls and boys dormitories. Houseparents and primary children alike have spent time decorating these centers with wall hangings, school work and art designs. The areas have been pretty much separated from the television lounges by using bookcases as dividers. The backs of the cases are used to display the children's drawings, etc. Each center has high interest, low vocabulary reading materials available that cover a wide variety of subject matter. The centers are equipped with small tables and chairs but do have open areas where children can sit on the floors or cushions. The centers are located near the bedding area and consequently afford usage in the morning before school or just prior to bed time, besides the regular out-of-class activity hours. The staff has ordered multi-colored floor cushions, globes, and wall maps to round out the decor. The houseparents have indicated that the centers have been favorably received by the kids and have real potential for story telling, leisure reading, social interaction, etc.

2. Arts and Crafts Room. Subdivide room and make use of such materials as paints, clay, crayons, wood, yarns, needlepoint. The staff is excited about this idea. Materials have been ordered, a room has been selected and general guidelines formulated. The staff had decided to start simple -- only painting with liquid tempera and modeling clay will be allowed at first. Some materials have arrived and they hope to have the program running in three or four weeks.

Brainstorming Session Report From Another School's Primary Department, continued

3. Gym. Run various activities at same time, allowing selection of one in which to participate. During the winter months we set the gym aside every other Monday night for primary children only.

As the attached sheet indicates, various activities such as basketball, tumbling, trampoline, etc., were run in different parts of the gym and each child would choose what he wished to do. It worked well but having it at night usually caused problems trying to get the kids settled for bed. With warmer weather here, the kids are outdoors most of the time and the need for such a weekly program is somewhat diminished.

4. Open Dorm Recreation Areas. Divide areas with portable dividers - checkers on floor - shuffle board - building materials.

5. Off Campus Programs. Schedule programs by the week with checklist sheets. Areas: Ice skating, roller skating, library, walk, ice cream store, etc. Currently these things are happening on an incidental basis. We are interested in "perfecting" the aforementioned activities and probably will not get into these areas on a formal basis for quite awhile.

Houseparents are generally pleased with the overall progression of these programs. The staff has been the major ingredient in its development. They have indicated that they feel comfortable with the ideas and not overloaded. Many have commented that these programs have enhanced their relationship with the children. Hopefully they will continue to enhance our overall educational program and stimulate self expression.

Increasing and Improving Relationship Between Inclass and Afterclass Staff.

All of the schools had problems in this area and felt that progress would take time and that a great deal of planned effort in several directions at once was necessary. There is a large difference between teachers and dormitory counselors as to required qualifications and also salary received. Along with this there is a large difference between the status of the two groups. Frequently teachers do not have high regard for dormitory counselors. And sometimes dormitory counselors themselves have a low feeling about their own self worth and are insecure and diffident with teachers.

The cadres of trainers planned intervention in a number of different ways. One, they started on a long-range plan to upgrade the qualifications of the afterclass staff. Two, they tried to find ways to make possible a career ladder that would make possible increases in salary and in status. Working this out was difficult and thus far only a start has been made. Three, they arranged ways to increase contact and working cooperation between inclass and afterclass staff.

Progress was made, especially on the supervisory level. Some schools were able to arrange for overlap in scheduling, but other schools found it difficult to arrange schedules that would allow for frequent regular contact, both formal and informal. The trainers found that increased contact did make communication easier.

In every case, the representatives of inclass and afterclass departments from the same school who participated in the regional training project indicated that there was a big difference in their communication with each other. They considered this a result of their working together at the Institutes and in their schools.

Planning for Multiply Handicapped Children.

Trainers found that working with the multiply handicapped children in their schools presented many problems, and they felt that comprehensive planning was needed to provide adequately for these children. School policy was sometimes not clear in regard to the admission of multiply handicapped children. There was a conflict between the desire to accept and educate children with all kinds of other developmental difficulties and the desire not to admit children with any secondary problems that would interfere with learning or cause behavior management problems. In view of the fact that at the present time there are few facilities for multiply handicapped deaf children, the trainers felt it would be good if their schools could accept the children whenever possible and do the following:

1. Have careful and thorough admission procedures so that both afterclass and inclass staff will have needed information.
2. Provide inservice training to give the staff special help in dealing with these children.

One school was especially aware of the needs of these children and was trying to find ways of meeting them within the existing framework. A trainer reported:

> The Senior Girls department staff saw a need to provide recreational skills to girls with additional handicaps ---individual instruction required for them to play cards for instance. Primary personnel volunteered to do this while waiting for babies to fall asleep.

Including Deaf Adults in Inservice Training.

Schools found that including deaf adults in the planning and implementation of their staff development programs was an effective way to increase the staff's general understanding of deaf people. One member of the staff of the regional training program was deaf and two of the participants selected by their superintendents to represent their school were deaf. One of them was an academic teacher and the other a supervisor of dormitory counselors. Other participants expressed many times the powerful contribution of the deaf participants to increasing their insight.

Schools found a number of ways that deaf adults could help in their staff development programs. One school included two deaf staff members of their own school in its general orientation program. These staff members gave their impressions of life in a residential school and made insightful suggestions.

Articles written by deaf adults were found to be especially useful. Several schools reported their effective use of the articles by Victor Galloway and William Tipton in the book of readings Inservice Training of Afterclass Staff In Residential Schools. One trainer reported:

> I have used this section throughout the year as a reference and resource. Many times the examples taken from the true life situations have clarified points in discussions with teachers, parents, houseparents. Reference to these examples seems to bring the issue at hand to a point with clearness.

Schools Helping Each Other.

The trainers in the regional project felt that they were helped a great deal in developing a program in their own school by the process of sharing their experiences with other schools. The ability to discuss freely issues and problems grew as the trainers got to know each other. At the first Institute they were somewhat cautious with each other. At the second Institute they were aware of a big difference in the way in which they could express views openly and hence work together in a meaningful way.

The schools took turns acting as hosts for the five Institutes. The trainers found this plan a good one and expressed appreciation of the value in having an opportunity to spend time at other schools and to see other programs in action.

Because they felt that they had gained so much from this experience, the trainers arranged to have a dormitory counselor exchange program among the schools. One dean described the exchange program:

> The dormitory counselors felt fairly confident in exchanging ideas and appeared very excited on the exchange of personnel between schools for three

day periods. The schools arranged the opportunity for us to sit down and exchange ideas with the entire afterclass department and we feel there was a good deal of information exchanged at this time.

In the first exchange program some of the visiting dormitory counselors took over the responsibilities of the exchange counselors from that school. But the staff felt this did not work well for two reasons. One was that it was difficult to take over a strange group of children. The other was that this arrangement did not allow for enough time for the counselor to visit around the school and talk with many different people.

Another dean of students described the program thus:

> The exchange offered our dormitory counselors a chance to get new ideas, broaden their perspective in the area of child development and enrich their own self-image in terms of their importance to our program. It should be mentioned that the exchange had best results when the participants filled an observer role.

The participants also began to serve as visiting discussion leaders and resource people at each other's schools. One school sponsored a workshop for their dormitory counselors and nursing staff, and staff members from three other schools came to lead lecture-discussions. Both the hosting school and visitors reported that they felt shy at first, but in a short time all realized that they had a great deal in common and felt enriched by the sharing of experience.

A GUIDE TO STAFF DEVELOPMENT

Introduction

A. Definition

Staff development is conceived here as a planned process through which the skills of individual staff members are improved and the Residential School, as an organization, is involved and affected. Staff development is a planned intervention in the ongoing management process with the explicit intent of applying new knowledge, new resources, new technologies and new individual and total school commitment to the achievement of the school's goals.

The ultimate outcome of staff development in Residential Schools should be the ability of staff at all levels to provide an environment where individual children's potentials are realized while the school expands its sphere of influence in promoting effective opportunities for the deaf population.

It is hoped that through the staff development process, the Residential School will be able to integrate all the working systems, programs, activities and resources into a unified effort to optimize the effort of all staff and clients (students, parents and related organizations).

B. Basic Assumptions

1. Deaf children, like all children, need adults who care for them, who love them and who can teach them skills that will enable them to master the vicissitudes of a hearing world.

2. The performance of Residential Schools depends on the quality of performance of all staff.

3. Evolutionary and passive development of Residential Schools is neither adequate nor efficient. Its present resources may not be adequate for the increasing complexities of present and future challenges.

4. A Residential School can change, even within its existing resources.

5. While resistance to change is natural, staff and school need to change.

6. Groups of staff and pupils are the basic unit for change.

7. Improved performance requires adjustments, accommodations and changes in the milieu of the School based on:

a. flexibility
b. openness
c. mutual trust
d. cooperation, collaboration and support
e. interdependence of relationships
f. awareness of one's needs and that of others
g. commitment to objectives and goals
h. willingness to provide feed-back
i. willingness to accept criticism without striking back
j. willingness to take risks, experiment and be evaluated by superiors, peers and subordinates.

9. It is the School's responsibility to provide for growth opportunity to all its staff. Staff generally wants to do a good job.

10. It is the School's responsibility to reconcile and integrate individual staff member's needs and goals with those of the School.

11. Collaboration and cooperation come less naturally than competition. One can learn to collaborate and cooperate.

12. The growth and success potential of the School depends on its assertive ability in influencing its environment, rather than on its ability to react to pressures around and within it.

Staff development in a Residential School for deaf children, therefore, will not be successful if it does not have an impact, as a consequence, on the total School: its character, personality and even changes in its organizational structure, at least to the extent of changing the roles and functions of its members, departments and units vis-à-vis the students, parents, and community that make up the broader avenue of the School.

Residential Schools for deaf children should not be looked upon as stereotypes. Each school is different from another. Schools vary in size, in student body, in geography, facilities, resources, philosophy,

goals and in many other ways. This does not, however, mean that one cannot discern common and universal needs for all. For example, they all deal with a student body that is hearing impaired. Most schools have a student body that encompasses different age children. They all have professional educators (teachers) in their academic programs and child care staff (afterclass staff). They all have clinicians and specialists working in various aspects of their programs, either as full-time or part-time staff, or as consultants. All schools relate to the children's parents and family members more or less intensively. All schools have some involvement with vocational concerns for their students and they have all, at one time or another, been confronted with deviant behavior among their students. All schools have the challenges of managing a number of personnel of different background, competence, skills and commitment on their staff. They all have problems of supervision, finances, reporting, accountability, etc., to one organization, group or board.

Planning

Planning and organizing for a staff development program are probably the most tedious parts of the total project. It is at this point that the School's commitment for a staff development is really best tested. Without good planning and without an organizational structure to support it, staff development will at best be a tenuous exercise in good will for a passing fad in inservice training. Planning and organizing for staff development is so serious a step that, without the full involvement of the School Superintendents, along with the full backing of the Board of Directors, it will not bear fruit. As noted in the introductory statement, through the staff development the management of the school is approving not only some sporadic activities aimed at improving skills among staff but also is taking a risk and making a commitment that the total profile of the School may undergo a change. This statement is not intended to discourage or frighten involvement, but to

underscore the seriousness of the commitment. Too often lip service is given to training and staff development programs without the needed structural and financial support to implement the objectives of such programs. It is suggested that one remember that staff development and organization change is a graduated, incremental process. Its ultimate objectives are the implementation of the goals of the School. These, therefore, need not be rejected. What in the process will cause anxiety, apprehension and distress will derive from the fact that the Residential School will gradually become a more open community, staff and students will be more expressive and even demanding, the past modus operandi may be challenged and even replaced with a totally new model as a result of total staff and student collaboration toward a higher level of performance. Blind authoritarianism may be seriously questioned, paternalistic attitudes gradually replaced by a dynamic, cooperative, consensus-based leadership where premium is placed on the fulfillment of needs of students and staff rather than the comfort of traditional custodial practices. Security of the known and the predictable will make room for the dynamics and the stresses of the new and the uncertain. But with all this, the Residential School with its staff, student body and other constituency will enjoy the pleasures and pains, the fulfillment and disappointments of a growing organism, who adds to his bruises, as he adds to his fund of knowledge, mastering skills on his way toward independent self-sufficiency.

With the above caution, the following points may be considered in planning such a program.

A. Goals and Specific Objectives of the School.

Objectives must be stated in terms of results desired and specific methodology for achieving them. Objectives should be redefined in the light of changes which take place. Such definition of goals should be the basis for measuring and evaluating individual and group behavior. There should be a hierarchy and a timing of objectives and goals to be met in phases. Obviously, the school operates in a dynamic environment and so its aims should be analyzed periodically and modified as changes appear desirable. The more detailed the objectives are, the better will be the success of the staff development program.

The statement of objectives may encompass the school's aims regarding the quality of life it wishes to provide to its students; the nature, scope and quality of education, including communication skills, vocational counseling, work with parents and provision of specialized clinical services for those students who may need them; the school's position regarding the field of education for the deaf population outside its immediate student body; the quality and caliber of its professional and non-professional staff; its personnel practices and policies for recruiting qualified workers and provisions it intends to make for assuring professional growth and career advancement for its employees; types of research and evaluations it plans to use to assure acceptable and improved standards of practices; the management style it intends to foster, etc., etc.

B. Organizational Structure of the School.

After objectives are clearly stated, build an organization structure in which form follows functions. Within this structure divisions, departments and individuals should have clearly described, specific tasks so that, on the one hand, all important responsibilities are met and on the other hand the needs and the rights of the students are safeguarded and promoted.

C. Policies of the School.

The function of policy is to insure consistency of action taken at different times and by different people, within the context of important issues. Policies of the school, along with the organizational structure (the table of organization), must enable staff at different levels to make decisions regarding practices, without having to refer to the "higher-ups" for action. Care must be taken not to have too broad a policy statement, as this may have little value in intelligent decision making. The School Superintendent and the Director of Staff Development must remember that stated policy often differs from actual policy. The former is prescribed by top administrators, but is not necessarily followed under a given set of conditions by the line staff, lower level supervisors and professionals. The informal or the actual policy consists of the course of action actually followed under a given set of circumstances.

The policy manual should cover approved methods of formulating policy and an inventory of precisely written, well-established practices or policies. This manual should be periodically reviewed and revised,

so that experiences gathered from practices be incorporated in this updated policy manual. Where a policy does not help guide staff effectively in their work and where it does not enhance the programs then it is time to revise it.

D. Choosing a Director of Staff Development (D.S.D.)

There cannot be serious staff development in any school without the appointment of a person who has responsibility for the program. The director of this program must not have direct service-related responsibilities such as directing the academic program, the business management, the administration of the afterclass staff, the guidance department, or deputy directorship of the Residential School. In the opinion of this writer it is preferable to have a part-time director of staff development, rather than a full time, say, Dean of Students or Assistant Superintendent in charge, also, of the staff development. The reason for this recommendation is borne from extensive experience in consultation with dozens of Residential facilities for children. It is a common tendency, perhaps even intrinsic, on the part of all administrators to give priority to service activities, rather than invest time in staff development. We all know how great the demands for direct services are even in the best-staffed of schools. Any additional service needs will always be at the expense of training and staff development programs. If the director of such a program has other direct service-related responsibilities, it is the training meeting that will be cancelled to counsel a student, an afterclass staff member, or even work with a visitor or a parent. Without further belaboring this point, let's look into some of the characteristics of the person who should optimally be in charge of such a program. In considering the profile of the D.S.D. we are in effect dealing with four sets of considerations:

a. knowledge

b. skills

c. personality traits

d. attitudes

Whatever the professional training of the D.S.D., he should possess a working knowledge derived from the contributions of the social sciences, behavioral sciences, organization theory, management theory and the theory of systems change and intervention, often referred to as organization development.

He should be supportive, kindly and humane. He should not be egocentric or selfish, overly sensitive to criticism, or overly sensitive to the ways in which he may be viewed by others. He should be empathic, sympathetic, open to suggestions, tolerant and understanding without, however, allowing himself the appearance of being condescending or paternalistic. He should be positive and constructive in his approval. He should be inclined toward gradualism and a process of incremental change as opposed to radical and extreme experiments.

Though a "gradualist" the D.S.D. should not be afraid of taking risks. He should be creative, innovative and pro-active. He needs a vision of where he wants to go, of the programs he seeks to shape, and of purposes, goals, objectives, strategies and tactics. He should, however, possess a clear perception of the scope and limitations of his own skills and abilities. He should be analytically inclined in order to diagnose the problems and dissect the issues into understandable and manageable units. He should be able to pierce through to the core of a problem, comprehend its essential nature, and perceive its complexity in its many dimensions. He should be able to argue and defend his position, however controversial or unpopular such position may be. His own need to be popular and right must rank very low on the scale of traits one seeks in a good D.S.D.

He should be able to work with individuals and small groups, diagnose problems and begin programs for planned change. He should be able to report knowledge, develop skills and change attitudes. He should be able to call on proper consultants from within and outside of the Residential School to implement some aspects of the program that others can best deliver. He is thus an integrator of inputs from various sources for the achievement of the School's goals, thus staff development.

It is useful here to distinguish the general or "holistic" role of a D.S.D. from that of a "trainer" or that of a "teacher". A teacher is concerned with individual growth and development of individuals per se. A trainer by contrast must always bear in mind the objectives and needs of the individual-in-the-school for which he works. Training's major purpose is achieved in the measure that it helps resolve the problems of individuals-in-schools and to promote their (school and staff) mutual goals. Thus, staff development, using a holistic and systemic framework, includes teaching, training, structural re-design and attempts to fuse the growth of the school and individual staff into a cohesive whole.

If we focus on the "education" and "training" aspects of staff development, we see that close correlation between training objectives, on the one hand, and Residential School's goals, on the other, is one of the specific characteristics of training as distinct from education. The role of an educator is to impart

knowledge without necessary regard to any specific role, function, organization or system. In education, imparting knowledge, or better yet, providing the opportunity for the learner to "find knowledge" could be considered an end in itself. This is certainly not the ultimate end of training. In training, knowledge, skills and attitudes imparted or developed through training, must, in the ultimate, be subjected to the acid test of whether they promote directly or indirectly the School's goals. Training objectives accordingly must be directly related to the goals of the School and this, in turn, to the specific needs which have become apparent within the School as perceived by the Superintendent and his staff.

In the process of setting training objectives consonant with the School's goals, conflicts may arise between the needs of the School and the individual staff member's need for his own growth and self-improvement. D.S.D. has a duty both to the individual and to the School. In such instances, the D.S.D.'s awareness of his own limitations as to what he can, and cannot, achieve cannot be overemphasized.

E. Further Planning Activities

Now that the School has appointed a D.S.D., the detailed planning preparations will begin. The following activities are suggestions to the new D.S.D.

1. Have extensive meetings with the Superintendent of the School. Understand his philosophy and the essence of his thinking. He knows a great deal, he has dreams and visions that cannot be clearly committed to writing. Get to know him. Ask him questions, anecdotal illustrations of his concepts. Be sure that you don't abuse his generosity. He is busy. Use your time economically and effectively. Read the School's manuals, annual reports, etc. and familiarize yourself thoroughly with all facets of its operations. Remember that the past is going to serve as the foundation of the new, even though it may not be the model for the future.

2. Meet individually with each and every department head; see how they perceive the School and its operations. What are the main problems as they perceive them, within their own department and other departments and what suggestions they have to improve the programs, eliminate the source of the problems and find solutions to the various conflicts that may exist among staff, between departments, etc. Be sure to make an effort and in this process to get a clear inventory from your contacts both for assets, strength and liabilities. Avoid

focusing on the negative alone. Be sure you make no commitment for major changes or find solutions to every thing. The temptations will be too great at this phase of your participation to alloy anxieties by premature promises and quicky judgements.

3. Meet with administrative staff at all levels; business officers, personnel, dietician, public relations, dean of students, etc., and get their perspectives on the School ---its assets and liabilities. Remember you will be depending heavily on them in your activities. See to what extent they feel the staffing is adequate or not; both as to quality and quantity. See how they perceive your role, what are some of their specific expectations. Remember that staff in most Residential Schools are hungry for both communication and information. A great deal of false and distorted information floats through the informal organization or the grapevine. Acquire as much information as possible but be prudent as to what you do with this information. Confidentiality is essential ---you are going to serve as a link between many sub-systems of the School. You must be trusted and your integrity must be respected by all concerned.

4. Get to know all facets of the School's operation; the classrooms, the kitchens, the living rooms, the dorms, the recreation halls, the grounds, the maintenance shops, the switchboard, the security officers, the staff quarters, the infirmary, the clinical areas, the community facilities (hospitals, audiology clinic or centers, etc.), with whom the school may have contracts, etc. You must acquire firsthand knowledge and a great deal of information if you are to be prudent, judicious and effective in your decisions and programs.

5. Be visible. Introduce yourself to the members of the School's community. Meet the students, get their report about the school and its operations. Become a familiar figure around. Join various groups for meals, coffee or tea. It is important for you to get reports in informal and casual situations. It is always advisable that you meet with the School's staff in their own office or places of work rather than in your own office in this phase of your planning and information gathering. Observe students, teachers, afterclass staff, child care workers and counselors as they are performing their jobs. Be sure you do not interfere with their work. Be unobstrusive.

6. If the School has a formal alumni association, try to meet with some of the officers and alumni. Do the same with parents'

organizations if the school has any. Remember that your authority and responsibility derive from the Superintendent. Be guided by his experience. Show sensitivity, awareness and empathy.

Once you feel comfortable with your general grasp of the policies, structure, practices, general programs and activities of the School, then, with the guidance and support of your Superintendent, continue with the following:

7. Visit other schools, see what they are doing, how they are coping with the various challenges they face. Make sure to visit some experimental Residential programs, not only in the field of deafness but also in other programs for children with handicaps: emotional illness, juvenile delinquency, physical and intellectual disabilities. One can learn a great deal through such visitations.

8. Visit other Directors of Staff Development. Visiting training institutes organized by State and Federal Government such as the Federal Executive Institute at Charlottesville, Va. can be useful. Their years of experience in special techniques geared to professionals from various disciplines could be of value to the D.S.D.

9. Summarize in a written report your assessment of your survey of the activities, training programs and additional training needs for your Residential School, along with your preliminary recommendations. Review your findings and plans with the Superintendent, incorporate his comments and suggestions into a final initial place.

10. A last step in the planning will entail the securing of an office, classrooms, conference rooms, basic equipment, supplies and a training library before you move on to the implementation of the staff development program.

F. Components of a Comprehensive Staff Development Program

The importance of the process through which components of a training program are identified cannot be overemphasized. No Residential School is akin to another. Schools differ in resources, needs and readiness for change. While an attempt will be made here to identify many specific areas, the ultimate components will be up to each individual school to determine.

In view of the fact that the main thrust of staff development is addressed to the afterclass staff, the active participation of this group in the identification of their needs for training for better performance is essential. Without their full involvement, the end-result of training efforts, no matter how intensive, will be disappointing in terms of improved performance and a better climate for growth and learning for the students.

No effort should be spared by the D.S.D. and/or the Superintendent in engaging the input of the afterclass staff, individually and in group. This should encompass all shifts. This should be done formally and informally: at the worker's job station and in conference rooms. A concerted effort must be made in eliciting candidly the afterclass staff's perception of their difficulties in performing their duties, their perception of their supervision and administration and their suggestions for interventive efforts aimed at improving their skills in an improved climate of Residential Community.

It may become apparent, during this process, that certain schools have, within a given age group of children, children suffering different degrees of disabilities (emotional, social and intellectual) over and beyond their hearing impairments. Their needs ought to be specifically identified and specific training programs will then have to be developed to provide the workers with appropriate skills to cope with these children. Many Residential Schools for the deaf have a larger proportion of multiply handicapped students than comparable size schools, since there rarely are other facilities provided for them.

Staff development and training must address itself, therefore, to the expected functions of the afterclass staff. These functions will bring the child care staff in contact with the various interlocking facets of the total school program. The afterclass staff must, therefore, have some knowledge, skills and appropriate attitudes to adequately discharge these functions. During the planning phase, the D.S.D. ought to have a clear appreciation of these functions.

1. Afterclass staff have custodial duties:

    a. Must see that the students are appropriately clothed, fed, sheltered and protected.
    b. Must know where and how to seek assistance when needed to perform these functions ---what are the school's policies, what forms are required for making requisitions, what is the time lag between requesting and obtaining the needed items or assistance?
    c. What aspects of these custodial responsibilities are considered emergencies? How emergency requisitions and assistance are obtained. Do these vary from the routine?
    d. What administrative responsibilities do the afterclass workers have regarding this area: inventory, recording, passing on of information to whom and how often, what are

the areas where he can use his own judgement and in what specific areas is he to be guided by set policy. If the food appears to be inadequate in quantity or quality is he to report this? If so, to whom and how soon?

These are often a serious source of confusion for the afterclass staff and sometimes neglected by management because they seem trivial compared to major programs.

2. Afterclass staff have to teach the Art of Living.

   a. Getting up in the morning and going to bed.
   b. Personal hygiene.
   c. Elementary first-aid principles and age-relevant health principles.
   d. Sharing in group and dormitory "chores".
   e. Preparing for meals, sharing in the social amenities around food. The meaning of food.
   f. Preparing for school and helping with home work.
   g. Planning for leisure time and leisure activities.
   h. Communicating with peers, adults, family and siblings.
   i. Maintaining contact through letter writing, cards, gifts, etc.
   j. Managing petty cash and personal allowances ---earning money, presenting one's self for "job interview".
   k. Relating to boys and girls.
   l. Relating to the hearing world.
   m. Relating to people of different creed, color and ethnic background.

3. Afterclass staff have to relate to groups.

   a. How groups differ from individuals.
   b. How group needs of different age students vary ---are there any specific expectations from staff to "do things" with groups? Are the expectations and the size of groups reasonably compatible?

4. Afterclass staff have to meet specific emotional needs of children.

   a. trust and understanding
   b. love
   c. emotional security
   d. availability
   e. structure and opportunity
   f. discipline

5. Afterclass staff and the living environment.

   The staff must have a clear appreciation that the dormitories, bedrooms, lounges and activity areas are an integral part of

the growing student's world. This environment must be conducive to learning, comfort and interaction. It must provide the child an opportunity so that he learns to identify for himself what is "his", where he can relate to his property, where he can have privacy and learn to manage his "little world" within the broader context of the school community.

6. The afterclass staff and other disciplines.

   a. He is a member of a community of professionals and paraprofessionals in the service of the students.
   b. Who are the others?
   c. How the child care worker's responsibilities are different from the other members of the team. Where do they overlap and who integrates their inputs and how?
   d. Specific responsibility of the afterclass staff differs from that of the classroom teacher, the recreationist,etc.

7. The afterclass staff and the student's family

8. The afterclass staff and the clinical staff.

   a. speech and hearing
   b. audiology
   c. psychology
   d. guidance counseling
   e. social worker
   f. nurses, physicians, etc.

9. The afterclass staff and the volunteers.

10. The afterclass staff and administration.

   a. What are his channels of communication?
   b. Who is "administration".
   c. The role of the afterclass worker vis-à-vis the Community of the School. What specific constraints are there and what leeways does he have?
   d. What specific administrative skills are expected from him?

11. The afterclass staff as supervisor and supervisee.

   a. When he functions in each of these capacities.
   b. Extent of expected skills.
   c. What are the career opportunities and the requirements for promotion.
   d. Are there or should there be differential expectations from afterclass staff when several have same title and salaries.

e. Should one person be effectively responsible for the integration of the total 24 hours, 3 shift staff and activities, and what supportive assistance and resources are provided for staff to carry on these responsibilities?

12. The afterclass staff as a model.

Through his example in dealing with peers, children, superiors, situations, etc., the child care worker must teach, through attitude and skills, the art of mastering one's environment. His respect for others, and particularly for the dignity, privacy and uniqueness of the student, must be reflected in his prudent and judicious manner of handling confidential information.

Implementation

It must be said from the offset of this section of the handbook that the various divisions, i.e., planning, organizing and implementation are not, in reality, as discreet as they are presented. Usually, during the planning and organizing phase, some implementation of the training program has already started. It is also true that, when a training program is being implemented, no matter how carefully various sequences have been prepared, it may be necessary to alter some of the sequences, the techniques used and even the objectives for a given period. It must be remembered that staff development programs are delivered in a service organization, the School, that has a dynamic life and unanticipated needs; all of which will have to be taken care of and adjusted to in the course of implementing a training program.

A. Training a Core Team of Trainers

Under the educational and administrative leadership of the D.S.D. a Team of Trainers should be appointed by the Superintendent of the Residential School.

1. Composition of the team.

   The team should have representation from all departments of the School. They need not be full time trainers. But the team must have adequate supportive staff (secretarial and clerical help). It is desirable that this group have at least one deaf member and there should be expert representation from each department of the School. The members must be selected on the basis of ability in their field and should command respect. On an ad hoc basis, it will be desirable to have representation from parents, alumni and students.

2. Sharing the objectives.

   The Director of Staff Development must share with the team members the written document he has developed for the training program. The team must have an opportunity to study and react, ultimately in writing, to the proposed training program. D.S.D. must use these early meetings as a forum for the various members to know each other as individuals, as professionals and as trainers. Great effort must be invested in forging the many members into an effective team: people who share some objectives, enthusiasms and compatible philosophy.

3. Refining the objectives and defining the tasks.

During this phase, D.S.D. must obtain written reactions to the overall plan. Individual team members should begin to refine and expound on specific areas that are too generally stated in the planning section. For example, under "After-class staff have to teach the Art of Living", personal hygiene is noted as an area of responsibility. During this phase, one team member, for example the school nurse, may want to take the responsibility for this section and subdivide it into: washing, brushing teeth, cleanliness, toilet training, sexual hygiene, etc. The teacher may want to expand on the section of "Communication and homework", etc. During this phase also, D.S.D., in consultation with his trainers, begins to assign specific areas that will be the primary responsibility of one member but then assisted by others. The person with primary responsibility must also be asked to develop some relevant training material for the subject matter, the technique best suited to get across information and impart skills. In addition to this, any available reading materials should be made available to staff to further their knowledge and skills, outside the training session.

4. Settling priorities.

The team must begin to set what must be the priorities. Do you begin with supervisory skills, the art of living, inter-departmental communications, etc? Schools will differ in needs and, therefore, priorities in one may not be the same as in another school.

5. Make final the training program and tasks.

Now that you have revised the plan, set the priorities and the tasks, meet with the Superintendent to make sure that the final details are in agreement with his direction for the School, that you have the necessary administrative support and the needed supplies, equipment and staff time. At this point it is most desirable to have an outside consultant work with the team. The desirability of a competent consultant at this stage cannot be overemphasized. He will help to:

a. Suggest alternatives or cause the team to focus on and clarify their choices.
b. Encourage types of desirable behavior for team effectiveness.
c. Relate more objectively the group's objectives to the goals of the school.
d. Introduce resources to meet specific gaps in the team's knowledge and experience.
e. Support the team and it's members in confronting difficult issues, conflicts with each other, the D.S.D. or

the target staff, the child care workers or other professionals in the school.

f. Help stop the training activity, to gain a perspective on the progress or lack of progress. Too often, trainers get so enthusiastic about what they are doing that they may lose perspective not only of the efficacy and relevancy of their work but also about developments in the field in general.

The hiring of a consultant may be taxing to some schools. The financial burden may be eased if two or more neighboring schools could engage a consultant and share in the cost.

6. Testing techniques and developing skills.

In their preparatory sessions, the team of trainers should begin to familiarize themselves with several techniques that they will be using and also develop skills in team and group leadership. Here are some suggestions:

a. Lead group discussions. Let each member take a turn in chairing the session in which the topic for which he was given responsibility is going to be discussed and "teach" the rest of the team members. After the session or sessions a critique of his leadership should be candidly made by the rest of the team:

---Did he present the material satisfactorily?
---Did he allow for free and uninhibited discussion?
---Did he succeed in drawing all the members into effective participation in the discussion?
---Did he get the major points across effectively?
---Did he stimulate the group for further exploration of the subject matter?
---What was his particular style?
---What in his style and technique was most effective?
---What was the emotional tone of the group? Was he supportive, constructive and honest?
---Did he make the participants more aware of themselves and their needs?
---Did he contribute to bringing the group members closer to each other?
---How did he respond to criticism?
---Was the group as a whole supportive in its criticism or was there hostility, competition and rivalry?
---What suggestions can the group make to improve the leadership of each team member and that of the team as a whole?

b. Role playing. This is a useful tool. It calls for sensitive leadership. Choose a given topic and see how the team members can role-play and get across the concepts assigned. Role playing is then discussed by the "actors":

---What were they doing?
---Why?
---What did they feel?
---Does the group share the same explanations or interpretation of what was happening?
---Did the group members have other reactions to what they observed?
---How were their own responses handled?
---How were they done differently? Let them demonstrate ---Let them use first person pronouns and relate to the issues. Often, it may be necessary to move on spontaneously from a given assignment to discussion of feelings, attitudes, philosophies. One need not avoid at this point getting into relevant personal feelings, without, however, indulging in group "psychoanalysis".

c. Intensify interaction by dramatization.
The discussion leader may dramatize his feelings as someone else's, by slight exasperation, in order to force an emotion out into the open, so as to facilitate communication or bring home an issue. This technique calls for some skill and must be used carefully. This will be more acceptable when the group has some degree of cohesion and "esprit de corps". At times it is used to "break the ice". The leader should never let the session end (unless he has a valid and explicit reason) without explaining what he was trying to accomplish and allow for reaction and discussion.

d. Brainstorming sessions.
This is a very useful technique. Everything goes, no matter how wild, silly or impractical . Bombard each other with ideas. One idea may lead to another. Record them and then review, organize and see when and how they can be useful to the project at hand.

Such sessions usually bring people closer to each other. One learns to accept and develop tolerance for a co-worker. These sessions should be engaged in relaxed and informal settings.

These sessions could be altered later in allowing "no negatives" but only positive ideas and later around a very specific subject. These are ways of forcing resourcefulness and developing disciplined thinking in a team setting.

e. Audio-visual presentations.
Effective training device. Determine for yourself the teaching points you would like to make. Be familiar with

the material. Scrutinize it ahead of presentation. Develop group discussions, but do not lose sight of the main points that you would like to get across.

Now that most schools have video equipment, develop your own material. Use incidents, events and subjects that are familiar to the group. Go from the known to the unknown, from the simple to the more complex principles.

f. Lecturettes.
Small didactic but concise presentations can be very effective. Intersperse them with other forms of presentation. Change in pace will hold the group's interest and prevent boredom.

g. Seminars, "Journal club", etc.
Discussion of pre-assigned relevant materials. Discuss a well presented chapter or story relevant to afterclass staff, such as articles selected from the book of readings, Inservice Training of Afterclass Staff in Residential Schools for Deaf Children.

h. Case discussion and demonstrations.
This technique is most useful when trying to impart skill and broaden staff's fund of practical knowledge. It will be dealt with in some detail in the second part of "Implementation" of a training program.

i. Supervision.
There are few techniques and methods of teaching that can emulate supervision as a tool for learning, teaching, skills development and improvement of attitude. This subject will be treated at some length later in this handbook.

j. The use of one-way screen (or mirror).
This can provide a live opportunity to observe an expert relate to a given situation, and handle a particular problem, while a group of trainees can observe the "teacher's" techniques of handling the situation, and an instructor who is with the trainees, behind the one-way screen can comment on specific points.

A supervisor can observe a trainee actually cope with a task and thus use his own observations for helping the trainee to improve his skills.

This technique can also be used effectively to learn about the behavior of a group of students in a class to see how the teacher goes about his teaching. Afterclass staff can learn, on a first hand basis, about the operations of academic teachers, clinicians and other specialists working with the students, without influencing the process

by the presence of a group of afterclass staff in the room.

7. Evaluation and review.

Before the training team begins its training functions with other staff, it is important for them to review and evaluate the "training of the trainers" phase of the program.

a. How do they see their individual and collective assignments?
b. Are they satisfied with their own training and their ability to begin to train others? Do the objectives of staff training meet their own interests and expectations?
c. Do they need to modify some aspects of the objectives? Can they alter a set course, if the group's needs so dictate?
d. Are their individual roles clear? Have they overcome their initial rivalry and competitiveness?
e. In what areas do they need to invite "outsiders" to the team to help with the training of the staff.
f. Are they satisfied with the mechanisms they have developed with regard to:
   organization of the groups
   the time allocation
   availability of training material
   testing results, etc.
g. Are the ground rules clear and adequately supported?
h. Are the needed supplies and equipment ready and adequate?

This team is now ready to test its skills with the rest of the staff. It will be desirable at this point for the team of trainees to visit other programs, other schools and thus broaden, if they have not done so yet, their perspective regarding training efforts in other Residential Schools for deaf children. Have a formal or informal forum (newsletter, conference) where training teams from different schools exchange experiences and share ideas.

B. Training The Afterclass Staff.

Effective training of the afterclass staff is much more difficult than many people realize. The afterclass staff are generally skeptical; their self-esteem tends to be low; they tend to harbor a great deal of suppressed anger and hostility towards professionals and administration. They know that their position is pivotal in the program but that their salaries, their training and their inclusion in the decision-making apparatus are inconsistent with their alleged importance. Too often they lack the minimal supplies to make the dormitory and the afterclass program adequately exciting. On the other hand, many of them are dedicated. They love the children; they spend their own monies for gifts and supplies. The trainer must be sensitive to this state of affairs.

He should empathize with the afterclass staff but not try to ingratiate himself by taking sides with them against the administration. He also should not be discouraged and react angrily if they do not accept him readily and respond with enthusiasm to his training efforts.

Here are some suggestions that may assist the trainer in his task:

---Spend sufficient amount of time, at the beginning, with the afterclass staff (child care workers, dormitory counselors, houseparents) in clarifying the objectives of the program. Listen to their suggestions, their needs, their anxieties. Find ways of incorporating constructively their concerns in your program. Be prepared to adjust your efforts to changing conditions.

---Avoid situations, comments, and attitudes that may be falsely perceived by the afterclass staff as spying on them on behalf of the administration. Some may feel neglected and tend to be skeptical.

---Avoid promises (explicit or implicit) that cannot be realized, such as salary raises, promotions and the like. This is not for you to determine. Be honest while staying loyal to the School.

---Avoid setting expectations that cannot be fulfilled.

---Avoid presenting the training program as another chore or demand on an overcrowded staff. Where possible, start with a group of afterclass staff that would volunteer for such a training effort. If the results are concrete, tangible and successful, you will have no difficulty with subsequent groups.

---Avoid the unnecessary disruption, because of the training schedule, of the staff's commitment to other responsibilities (home life, long standing commitments, etc.) Schedule the training program within the staff's working hours or be prepared to pay overtime if need be.

---Avoid situations that will call for cancellation of classes or staff having to miss their training sessions because of other demands by the school (understaffing, covering for others, school holidays, clinic or hospital details, etc.).

---Start with tasks that have high probability of success. Early in the training the afterclass staff must experience success.

---The trainers and where possible other members of the administration should show their support of the program by

becoming more visible themselves in the job areas of the afterclass staff.

---Make concrete your training effort by making possible to the staff easier access to supplies in order for them to implement what they are learning. Do not discourse about the merits of beautiful living environment, for example, when they cannot have posters, pictures, cleaning supplies, bed-covers, arts and crafts supplies, books, newspapers, magazines, etc.

---Provide opportunities for afterclass staff to attend and participate in conferences affecting their children and listen to what they have to say. Make it possible for them to attend professional meetings and institutes away from school. Visit with them other schools that may have programs that you wish they would emulate.

From the onset, communicate to the staff some specifics:

Their role in the program and your expectations.
The ground rules (procedures, structure, etc.).
Use of resources: location and availability.
Time commitments.
Need for early and ongoing feedback and documentation.
The communication process required to minimize negative consequences.
Provision for counseling and tutoring.
Your availability to individuals and groups for purposes of information, support, guidance and evaluation.
How their effort will be integrated in the total school program and with others concerned with the growth and learning experiences of the students.
What provisions you have for follow-up responsibilities.

1. Orientation.

The training of staff begins at the time the new employee is hired. The way he is introduced to the school, the staff, and the students will influence his future attitude. Sometimes, this phase of the training is not given enough attention. During this period for the new employee, as part of the training for the staff, the following is recommended:

a. Background of the school.
---Its history.
---When, why and how it was founded.
---Its evolution over time.
---How structured? Who is who in the school; what is the table of organization; what is the rationale behind it; what are the school's various subdivisions, the departments, the programs and their interdependence.

b. The policies and practices manual
This should be available to all staff. All practices, functions and, therefore, the in-service training should specifically relate to this policy manual. The philosophy and the values of the school are clearly stated here. Staff members should be fully conversant with its contents, abide by it and participate in its improvement.

c. Background of the children in the school.
---Where do the children in the school come from? What are the general admissions policies?
---How many children are in the school and what are their general characterisitics? How does this school generally differ from others?
---How is this school related to others (organizations, associations, etc.)?

d. Personnel practices as they relate to the employee.
---What are his rights?
---What is his exact job description?
---Is there a written job description?
---When does he get paid; what are his benefits?
---How are grievances and suggestions handled and through what channels?
---What promotional opportunities does he have? What facilitating mechanisms do exist? How can he avail himself of information that will enhance his career opportunities and job performance?
---How specifically will he be evaluated?
---Are there employee organizations and why?
---Are there special provisions for emergency situations and what are they? How do these differ from routine?

e. The physical plant.

Each employee needs an overview of the School's facilities: the various buildings, the campus and play areas. Sometimes afterclass staff have wished to visit the school, the clinical area, etc., but feel that's not "their business". This will contribute to a feeling of alienation among staff and departments.

f. Orientation to deafness.

A general introduction to the specific problems of deaf children. The specific needs of deaf children and the ways in which the school provides for these special needs. All staff need an understanding of the physical, educational and psychological implications of deafness. This should be covered as early as possible using group discussions, lecturettes and reading assignments. The staff members' attitudes and feelings about deafness should also be discussed.

g. The routine of the afterclass staff.

Familiarize the new employee with the children, the records he has to keep, the logs, the reports, the various forms which he is to use. Let him observe for one to two weeks an experienced colleague, and be coached and tutored by him and perferably by a supervisory person. Have him attend supervisory meetings, case conferences, administrative meetings, and spend a few hours in each of the various departments to get acquainted with their functions, activities, etc. Allow him to observe the children in different settings. The new employee must be given an opportunity to discuss his observations with a senior member of the staff. Distortion and misapprehension must be corrected as early as possible.

h. Communication Skills.

The afterclass staff must learn to communicate as fully as possible with deaf children by whatever methods are used in the school. In schools where total communication is accepted, a crash course in the technique should be undertaken very early in the employment of the afterclass staff. Ability to communicate is perhaps the most important tool of any worker dealing with growing children.

2. Increasing Sensitivity.

Staff members need help in handling their feelings of discomfort and even pain resulting from efforts to cope with difficult behavior of some children. Afterclass staff sometimes give primary consideration to the control of the child through various techniques of regimentation. This often happens because of fear of the child's excessive acting-out, a relative lack of skills on the part of the child case worker, and

the unreasonable ratio of staff to children (often one adult to 20-40 children.) Also, control is sometimes imposed because aggressive acting-out behavior by children evokes counter-aggresive (fearful, retaliatory and vindictive) impulses and behavior by the staff. The trainer needs to help staff to work with children in a growth-promoting way. It is important that control and regimentation be replaced by more behavior-appropriate measures, and that there be no stereotypical and global simplistic solutions.

The trainer should emphasize the development in staff of attitudes that will make the children feel wanted, trusted, loved and cared for ---that the child be accepted in spite of his handicap and behavioral problems. To bring this concept home, it may be necessary to expose the group to other schools or other divisions within the same school where alternatives to control and regimentation have been successful. Reading materials and illustrative case presentations by individuals who have experienced success with this method can further drive home the concept.

In these sessions the trainer should search out and define the basic concepts for professional conduct in anything presented or read from the logs or reports. For example, the detection of anger, rejection of a child, failure to hear him out, premature or fearful decisions, the giving of priority to staff needs, ridicule and rejection of a fellow staff member or superior, the unconscious condescension to a child or his parents, failure to cater to a child as one in need of solitude, protection and comfort, resistance to schedule changes or changes in routine which clearly were in the best interest of the children would be issues that the trainer could use to bring about self-awareness on the part of staff and hopefully also more desirable attitudes toward the children and the school.

These matters become the foundation for the formation of such principles as:

---Staff must learn to "listen" to the child. He must be patient and available and respectful of the child's individuality and dignity.
---Understand the motivation behind a child's behavior before making hasty interpretations and decisions.
---Forego all moral judgements.
---Liking and enjoying the child are essential to any truly helping relationship.
---Respect for the child increases his capacity for self-esteem and this reduces his need to act-out.
---Sustained expression of hope and optimism regarding the child's prospects for succeeding and growth with competence and stamina, without holding out false hopes, is supportive and contributes to ego-development.
---Maintain positive and respectful attitudes toward parents and family members to help reduce the child's own conflicts with them.

---The development of empathy and unqualified acceptance of the child must become established goals for each staff member.
---Never use the child or manipulate your relationship with him for personal and selfish dividends.
---Effectiveness of communication and, therefore, constructive relationship is enhanced by good will and the setting aside of anger, pettiness, rivalry and other self-serving acts.

The trainer should not give up after a good initial effort. Many good programs have been initiated in schools and abandoned for one reason or another. If this should occur, the afterclass staff will be angry; they will become more skeptical and the school will go further back than where they were before such programs started.

3. Mobilizing Team Efforts.

No one discipline can claim that it has the necessary knowledge, skills, manpower and resources to meet the needs of deaf children in Residential Schools. Unfortunately, where there is a pool of talent and resources in a School, very often it is not effectively utilized. There is fragmentation, rivalry, assumed delegation of responsibility and a great deal of commiseration. The task is usually not as well done as it could be should there be a real team effort on the part of all staff. We have already touched on this concept in the section that deals with the training team. Now it is necessary to mobilize the total resources of the school in a number of teams, with responsibility invested in a team leader and a coordinator.

The training and operational format for this purpose will be that of team conferences in which all those who are involved with the care of the child, at all levels, participate and arrive at specific recommendations that have to be implemented.

4. Supervision

As the school insists on more appropriate child focused practices from the afterclass staff, it must help the staff members acquire the necessary skills. If this help is not forthcoming, they will perceive the schools's expectations as being too idealistic. They may feel as if they are being denied their authority and may sabotage the plans by withdrawing and subtly encouraging acting-out behavior by the children and blaming administration and professionals for it all.

Supervision and supervisory relationship is one method through which the afterclass staff (and other professionals) will learn to develop more appropriate skills.

Supervision entails a specific relationship between the supervisor and the supervisee. It takes place in the context of a social environment and not in a vacuum. It has affective and didactic components. It has a specific task. It assumes that the supervisor has more experience and skills related to the task and is willing to impart some of his skills and knowledge to the supervisee.

Both supervisor and supervisee are responsible to the school administration, which introduces a realistic constraint and limitation on the process.

The available body of knowledge regarding supervisory relationship and skills in the area of child care is very scanty. The trainer may have to borrow from the knowledge that other disciplines (social work, psychotherapy, education and other clinical fields) have acquired over the years.

Ideally, the supervisor of afterclass staff must be, himself, a competent person in coping with the various tasks that an afterclass worker is expected to perform. In addition to this technical competence, he must be an effective teacher. But above all, he must be able to accept the supervisee unconditionally: no contempt, no hostility, no possessiveness and no prejudices. These characteristics are essential to the fundamental tasks of supervision:

Teaching and training
Evaluation and recommending
Administration

Here are some suggestions and comments that may be of value to the supervisory relationship.

a. The supervisor must first establish a trusting relationship with his supervisee. This is no easy task. It should be remembered that the supervisor in a Residential School has administrative responsibilities: he should see that the prescribed programs are implemented; that school policies are enforced and that he evaluates the worker's performance (which in turn may affect the latter's promotional opportunity).

This knowledge will cause the supervisee to be anxious, fearful, pleasing (in order to protect his interests) and placating. He may engage in destructive rivalry with his peers for the favors of the supervisor.

b. The supervisor ought to clarify the tenets of this relationship from the offset. There should be clear understanding of roles, expectations and ground rules.

c. The supervisor must assure that communication between supervisee and himself is clear and concise. Professional jargon must be avoided whenever possible.

d. It will be useful for the supervisor to have an initial assessment of his supervisee's personality, intellectual, experiential and child-caring profiles.

e. The supervisor will use several sources of information (verbal reporting, written reports, direct observation of the worker-in-action-with-the-children and the behavior of the supervisee during the supervisory sessions) in carrying on his triple function of teaching-training, evaluation and administrating.

f. He should demonstrate through his own behavior toward his supervisee and children the desired attitudes and skills he is trying to help develop in the worker.

g. He should carefully, patiently, seriously, conscientiously and with respect go over the incidents and the work of his supervisee.

h. He should organize his time in a way that he will meet regularly with his supervisee and not cancel capriciously his appointments. The afterclass child care worker must feel through action, that he (the worker) is important in the school. This will help a great deal the feelings that most afterclass staff have that they are dispensable, unimportant and that they have no weight in the organization structure.

i. While it is most desirable to have regular individual supervisory meetings with each worker, at times this is not feasible. The supervisor may choose to meet with two or three workers at the same time. When this is dictated by the needs and lack of resources of the school, then it becomes essential that some time is made available for individual meetings. During these individual meetings the supervisor will be able to relate to his supervisee in ways that cannot be possible in group supervision.

j. The supervisor may use any of the many techniques of training that have been listed for the training of the trainers. The appropriateness of any given method will depend on the style and ability of the supervisor on the one hand, and the need of the supervisee at the time.

k. The intensity, frequency and the nature of supervision will also depend on the need of the afterclass worker. One must avoid subjecting the supervisee to an indefinite status of dependency.

l. The supervisor must constantly remind himself that he is not a therapist to the afterclass staff. He is concerned with practice, getting a job done well, being effective with the children, with peers and superiors. A supervisor who constantly refers to a worker's feelings should be suspect in this field. This does not mean that he should not be sensitive to the anxieties, pains and conflicts of the supervisee. The afterclass person's past experiences, his biases about the upbringing of children, deafness, discipline, orderliness, etc. are all factors that a good supervisor must take into account in his teaching efforts. He should, therefore, be careful not to jump to hasty conclusions as to the ability of a worker and his potential. The D.S.D. can help a great deal through his own behavior toward his own team members, in bringing about behavioral changes in individuals and groups.

m. It is desirable for a supervisor to be visible where the children are. Afterclass staff should be able to observe the supervisor handle a variety of difficult situations with children, be with them in their various activities and be seen casually engaging them in constructive endeavors. The supervisor's skills in communication with children, his ability to comfort a child, his timely intervention in a pending crisis situation, must be observed and understood. The supervisor must not insist that his style be duplicated. Different afterclass workers have their own styles. Though different from one worker to another, the consequences could be equally effective.

Because of the scarcity of an organized body of knowledge in supervisory skills in the area of afterclass practices, it may be desirable for the trainer to initiate regular periodic meetings of supervisors of afterclass staff with the intent of sharing experiences in supervision (problems and solutions) and of committing this in writing for later analysis. This could be

beginning of a specific technical manual that could be disseminated to other supervisors.

5. Observing and Recording.

During orientation the afterclass worker was generally introduced to the various forms that the school has for administrative purposes. These generally have to do with clothing, linen, visits, census, leaves, accidents, referral to infirmary or special activities, etc. The trainer should have a packet of these forms and teach the staff how to fill various items and explain the reasons for which it is important that this activity be discharged conscientiously and responsibly. Without this understanding the worker may perceive this as an unnecessary and senseless chore. A creative trainer may benefit from a new staff member's comments which at times may lead to improvement of some of these practices. (It is not uncommon in many schools to observe practices carried on by convention when they may have no relevance to present day needs.)

In this section, some additional suggestions will be made regarding the recording of the children's behavior for programmatic purposes. These recordings should convey information that would assist staff at all levels and all shifts in better understanding the child. It is essential that the afterclass worker be selective in his recording. Global statements and generalities have little informational consequences. The trainer and supervisors must help the worker appreciate the contribution that his entries in the child's log, or journal will make to the team's understanding and evaluation of the child.

When the afterclass staff has been in the school for a while and has begun to understand the dynamics of child development, the issues involved in adaptive and unadaptive behavior, then he will be more competent in his skills of observation. He will be spontaneous and creative. He will be able to determine for himself what observations are relevant and what are the relative merits of different pieces of behavior.

The trainer and the supervisor should use these recordings as another means of enhancing the worker's understanding of behavior through relevant questions and comments. These notes should be the basis of the worker's written report to the team in case the child's program is being revised or evaluated. It can be of help to a clinical consultant should his services be needed. In team meetings many of these observations can help the inclass staff understand the occasional inappropriate behavior of a student in the classroom.

6. The Living Environment.

The size, age and the nature of the dormitories notwithstanding, the trainer has an excellent opportunity in helping the afterclass staff implement the following concepts:

a. The dormitory environment should contribute to establishing and enhancing a positive self-image for the children and preserving their individual dignity in a group setting.

b. The dormitory environment should contribute to the development of interactions among children and between children and staff. It should, furthermore, provide easy access to means of communication with people inside and outside of the school.

This aspect of the afterclass staff's function is an excellent example of doing rather than knowing. More specifically:

--- A child should have clean, orderly quarters in which he can assert his control, keep and display his belongings.

--- He should have his own personal articles for grooming and hygiene. He should be encouraged and taught how to use them.

--- His quarters should be clean and free from the depersonalizing features of large institutional look-alike, bland, sturdy and immovable furniture.

--- He should have the opportunity to be alone without being disturbed.

--- He should be able to decorate his quarters, and be encouraged to do so, without unreasonable restrictions.

--- He should be encouraged to display toys, trophies, family pictures, etc. There ought to be an atmosphere that minimizes his isolation from the community, and memorabilia that keep his links with his home and his past alive.

--- Calendars, clocks, books, magazines and newspapers should be easily accessible.

--- He should have access to a laundry room, and be allowed to wash his clothes. He should have reasonable freedom in exercising choice in matters of hairdo, hairstyle and fashion.

--- He should be allowed reasonable freedom in decision-making to maintain his quarters and choose his activities.

--- He should have easy access to well decorated and furnished areas for a full range of social activities. There should

be areas for small group gatherings without undue disturbances.

--- Provisions should be made for him to receive friends, be able to socialize with them and be able to visit outside the school. It is desirable to provide for a range of social exposures with hearing and deaf children of different cultural and ethnic background.

--- Bulletin boards should display schedules, activities and notices of special events.

--- Wake-up and go-to-bed time should not be regimented as long as the children do not interfere with other children.

--- Adult staff must be easily available to help comfort or otherwise meet the children's need. This is most important with the very young children who need the personal touch and comfort of the adults. These needs cannot be met if Residential Schools have one or two afterclass staff for 20-40 children. Afterclass staff are to be facilitators and helpers and not just guards or watchmen. When schools are understaffed, they may develop a good volunteer program to make up for the shortage. Volunteers should never, however, be substituted for staff.

--- The way staff interact in the dormitories and between shifts can greatly enhance the home-like climate of the school. The children ought to know the schedule of the staff. If there are changes, they ought to be so informed. This will provide them order and dignity, and it will allay anxiety.

--- In the event that a friend or staff member is away sick or on vacation, children could be encouraged to write letters, send cards. Concern for others and expression of affection will promote closer relationships.

A dynamic, flexible, adaptive, relaxed, orderly (without being rigid), non-monotonous, communication-rich environment is essential to counter the regimentation and depersonalization that often results from large, crowded and barren dormitories. The afterclass staff should be allowed sufficient decision-making authority and responsibility to prevent a depersonalizing environment. The trainer should make it possible for the students and the staff to obtain the necessary supplies for this purpose.

7. The New Child.

The involvement of the afterclass worker in the process of admission and reception of the new child can be most educative to the worker. In fact, there are many similarities in the basic principles that applied to the worker's introduction to his new job and the new child coming to the School.

It should be remembered that, when the child enters the new environment, he is anxious, fearful and concerned about all the people around him and the physical structure. His parents, siblings and other familiar supportive people are not there to reassure and comfort him. The first few weeks are crucial. The child is alone and bewildered. He may not be able to communicate his feelings. It is the task of the afterclass worker to handle the child during this period. He will do this task better if he has some background information about the child, his family, his likes and dislikes. Does he have any friends among the students, etc.? The afterclass worker's empathic appreciation of the above concepts can be conveyed to the child in actual practice:

a. Let the children in the group know ahead of time that a new child will be joining them. Tell the group a little about the new child; emphasize his assets and tell his shortcomings only if they are obvious. In the event that an entire group of children are admitted to the school at the same time then divide the group in small subgroups and allow sufficient time for the members to get to know each other. The worker can structure this by asking the group to divide in pairs and then each of the members of the pair is to find as much as he can from the other and then each will introduce his partner to the rest of the group. The needed information could be structured: name, age, address, composition of family, grade placement, hobbies and what he may want to contribute to the dormitory life. With very young children the format by necessity may have to be different. It is important that the trainer continuously emphasize the importance of communication and language. The stimulation of enriching experiences and the refinements of concepts often are neglected by afterclass staff, in spite of the fact that they may be dedicated and loving. The trainer must continuously encourage and then expect enrichment activities and interactions.

b. Introduce yourself to the child and the latter to others (staff and students) in the group.

c. Show him his quarters, bed, wardrobe or whatever. Let him know how he can use it, and if he is responsible for its general maintenance housekeeping.

d. Show him the bathroom, lavatory, etc.

e. Show him the activities areas, lounge, reading room and any other facilities that are used in and around the dormitories, cottages or the apartments.

f. Help him unpack and get settled.

g. Explain to the child the workings of the group; the group rules, schedules, exceptions if any and under what conditions. Make sure the child understands you. Ask for feed-back.

h. The above practices should be performed casually but with warmth and concern. At this point the child is beginning to get oriented. He knows you and your general functions as a caring adult.

i. Whenever possible have him sit with you during the first meal. Without being effusive, continue the process of orientation and the establishment of your relationship with him. Be prepared to observe the various ways that children express anxiety and fear: withdrawal, silence, crying, defiance, fidgetiness, etc.

j. Show him the rest of the campus, introduce him to some of the key people and make sure he understands how he can take advantage of the many resources of the School.

k. If there are routine tests, let the child know about them and as to why they are performed. Be honest and follow the School policy. If these are available in a pamphlet that is given to each new child, let him read it and then be available to answer some of the questions he may have. Certainly, schools differ in their practices. Many of these details are carried on by the Dean of Students or a Supervisory staff member of the afterclass department. It is essential, however, that each worker know these. Repetition does not hurt. Inconsistent and conflicting directives do create confusion and may cause behavioral difficulties in the group.

It is desirable for the trainer to remember that decentralization of administration and decisions made close to where the need arises contribute to more effective program delivery and help enhance the self-esteem of the afterclass staff. Most Superintendents will be inclined to delegate such authority if they

are assured of the competence (skills, judgement, and knowledge) of the worker.

l. Introduce the child to the staff of the other shifts. Explain to him the schedule of the afterclass workers--- who relieves whom and when.

m. Tell him where he can go for help and specific information. While it is desirable that other children could help along with some of this initial orientation, the worker must be careful that distorted information is not given the child. The worker should be aware that if needed information is not conveyed by staff, gossip and rumor may fill the gap .

n. Teach the child the emergency procedures in case of fire or other disasters. Where can he get emergency assistance and what alternatives are available to him?

o. Gradually the child should begin to understand the different functions of different staff members as far as his needs are concerned. All staff should make a concerted effort to orient the child to the functional structure of the school community.

In collaboration with the afterclass staff, the trainer can design a check list for the purposes of the orientation of the newly admitted child. He can use this check list to reinforce some of the theoretical assumptions behind each step of the orientation practices. He can discuss with the worker the child's response to this phase of his program.

With the availability of video resources in many schools, orientation can be reinforced through films. More creative workers might be able to motivate the child to record his orientation experience through a little log, diary and pictorial album. He could then review or present his initial impressions to the rest of the dormitory group. Such feedback could be of value to the school administration. This is one example as to how a routine procedure could become an interesting and enriching activity to the child, his peers and the staff.

8 . Groups and The Afterclass Worker.

The group setting is the most common proving ground for the skills and the competence of the afterclass worker. His knowledge of individual psychodynamics and his understanding of basic principles of child development seem insufficient when he faces groups of children interacting and growing in the Residential School community.

The trainer can elicit some of the common characteristics of these groups by analyzing with the afterclass staff their own profile as a group:

a. Degree and capacity of participation

b. Intensity of group loyalty and wish to belong to the group.

c. Wish to lead and leadership qualities.

d. Wish to be passive and follow others.

e. Sub-groups or cliques within the larger group.

f. Wish to be left alone and belong to no group.

g. Acceptance, rejection and defiance of administration or imposed authority.

h. Change in one's relationship to the group over a period of time.

i. Being a different person outside of the group as compared to being in a group.

j. Being different in one type of group (ex.: inter-disciplinary staff) as opposed to being in another group (ex.: afterclass staff).

These group characteristics will best be understood if the trainer can create opportunities for the workers in his group, to integrate the cognitive and affective (experiential) components of their behavior. He can use a variety of games and exercises that he can find in publications on the subject of "organization development". (Such a technique has the additional advantage over a didactic discussion, in that it contributes to the development of an esprit de corps while conveying some of the basic concepts of group dynamics.)

Children are generally accepting and forgiving. But, if frustrating, unfair and unreasonable conditions persist for any length of time, these group acting-out, defiance and difficulties will set in. It will be useful for the afterclass staff to identify some of these conditions.

a. Rules and Regulations are too rigid or too easy. Children may feel trapped or oppressed and that they are treated unfairly. If too loose and easy, they are frightened. Many of them do not feel

protected. Some of the children distort the loose rules, take advantage of the situation and blame staff for being unfair.

b. Poor Leadership on the part of the afterclass staff or, more frequently, strong leadership by a bully who takes advantage of the vacuum created by an undecisive, unpopular and passive adult. This child will coerce others and even rally the rest of the group around the weakness of the staff.

c. Unreasonable Punishment impulsively determined with little relationship to the offense. Mass restrictions and denial of privileges to an entire group when most are innocent.

d. Lack of Trust in the children's judgement and ability to decide on common age-related activities that may carry minimal potential risk. Children feel restrained by the staff's overprotectiveness or his own feelings of insecurity. Examples of this will be the denial of running, jumping, climbing cliffs, etc., that most children attempt as part of their efforts at mastering their environment and assessing their capabilities.

e. Overzealous Insistence on proper behavior without regarding the emotions of the moment generated by a strong sense of loyalty and group values that may appear to be unessential to a mature adult (ex.: behavior unbecoming to a "sportsman" following a loss at a basketball game).

f. Sudden Changes in significant programs without adequate notice or explanation.

g. Monotonous Routines and lack of opportunity to do things as a result of impoverished programs, environment and opportunities. When children become bored, they tend to become restless and engage in activities that tend to degenerate into a chaotic disorder.

h. Adamant and Prejucicial Attitudes toward the children. Judgements are passed, decisions are made with very little explanation, (ex.: "because I said so!").

i. Lack of Togetherness between staff and children. When child care staff relate to children only to tell them, order them and supervise them, the children will feel rejected, insecure and not cared for. They will

act with defiance to an attitude they will consider to be phony. Children need to experience the relationship with staff in other than business-like dealings. They will appreciate more the staff member when the latter is seen as he is, with strengths and also limitations.

j. Conflicts, Rivalry and Lack of Collaboration among staff. Children sense these conflicts and lose faith and trust in the staff. Disagreements and different points of view are tolerated but cooperation and respect are expected.

The trainer can now proceed in developing, with the afterclass workers, some behavioral guidelines:

Do Not:

a. Embarrass the child in the presence of others.
b. Show favoritism or play one child against another.
c. Delegate your responsibility and authority to a child in order to placate a bully.
d. Be inconsistent and indecisive.
e. Criticize other staff or children in the presence of a group.
f. Act out of fear.
g. Constantly nag, scream or be argumentative.
h. Isolate yourself from the group.
i. Break-up, interfere with or discourage sub-groups and normal associations among children.
j. Insist on being appreciated by the children for the things you do.
k. Vent your personal problems in the group and ask for support and solace from children.
l. Set expectations that cannot be met.
m. Constantly lecture, preach and generally be insensitive to normal aggressive needs of growing children.
n. Make global critical statements regarding certain group fads, values and activities that are irritating to adults but desirable to groups of children.
o. Compete with the children for status and power by putting them down and continuously asserting your position.

The trainer may elaborate on these behavioral features, using actual personal illustrations from the afterclass worker's experiences at the School or elsewhere. He may want to explore the reasons why a staff member may have the need to approach groups of children

as he does. Remember that adult groups have many of the same general characteristics as groups of children. Remember to relate to age-appropriate needs and expectations. Afterclass workers in the Primary dormitories have different challenges from those working in the Junior High or High School student dormitories. The basic principles are not different but the format of the relationships is quite different. The trainer must get to the differences using specific illustrations. Remember that skills development in performing the job is more important than just having a theoretical understanding of the issues and problems.

Do:

a. Show concern through your actions.
b. Be fair, patient and understanding.
c. Be firm but not unyielding when the situation warrants.
d. Promote group participation and group decision-making in activities and plans.
e. Introduce change and avoid monotony.
f. Be receptive to implementable suggestions that will enhance the quality of group life.
g. Know well the individuals in the group and be available.
h. Follow through on group needs and suggestions. Be an active facilitator.
i. Create opportunities for group discussions and group projects.
j. Facilitate the emergence of group leadership from the children.
k. Promote individuals' prestige on the basis of interests, competence, activities, achievement and communication skills.
l. Avoid reliance on punishment and withdrawal of privilege as a means of establishing control and authority.
m. Express interest in children in general, even from other dormitories.
n. Express interest in the children's goals and plans for the future.
o. Participate in group names and activities.
p. Help organize a few special events and establish group traditions that will contribute to the development of group identity, loyalty and values.
q. Accept criticism sincerely and honestly. Give in to suggestions without compromising your standards.
r. Communicate, explain, get feed back, establish group norms, review and evaluate group life activities with the group. Show genuine respect and appreciate and ask for in-puts. The more you communicate and the more you are open, trusting and trustworthy, the greater

will your success be.

The afterclass worker, while he works primarily with groups of children, should continue to be concerned with the individual child. There are innumerable opportunities for the individualization of care within the group setting. Many of these have been referred to earlier. It may be worthwhile for the trainer to point out some of the ways that the afterclass workers can individualize the group life experience:

- - - Individualized attention when receiving the child in school.
- - - Introducing him to others
- - - Helping him get settled in his quarters.
- - - Helping him with little things (reading, writing, housework, etc.)
- - - Helping him get clinical care outside scheduled hours for special reasons.
- - - Getting interested in new endeavors: dating, accomplishing a difficult task, overcoming a special hurdle, etc.
- - - Helping him adjust to separation, grief, etc.
- - - Protecting him from bullies.
- - - Teaching him to master a particular social situation.
- - - Commenting on his appearance, helping him with fashions, styles, etc.
- - - Remembering the child's birthday.
- - - Being available for "private" talk, discussion of a problem, etc... etc.

9. Activities and the Afterclass Staff.

Through well conceived, creative and imaginative activities programs, an afterclass worker will greatly contribute to the physical, emotional, intellectual and social needs of the children. The trainer who is coordinating this module of the inservice training program has an opportunity to integrate most of the concepts that have been imparted to the child care worker: individual and group needs, group process and group dynamics, organization, administration and specific program objectives developed by the inter-disciplinary team.

Here are some suggestions for the trainer's consideration:

a. The Scope of Activities Program

Remember that the afterclass worker is not a super specialist and expert in all the areas of endeavor of deaf children but he must have a working knowledge of all these areas and specific skills in some. Activities programs fall in the latter category. "Work" and "Play" outside of the classroom are considered under activities programs.

- In "Work", the child's efforts are directed toward definite goals and results. It usually entails specific procedures and methods. It is usually supervised. Its results are concrete and beneficial to those living in the dormitory, i.e.: housekeeping chores, beautification and maintenance activities, etc.

- In "Play", the child's efforts are direct by himself toward an activity of his choice and the results are in terms of special pleasure. It need not have any particular concrete outcome of a utilitarian nature.

Both types of activities have a beneficial impact on the child. Work activities teach the child responsibility, and help him develop useful habits as well as appreciation for quality of services and the importance of having to do certain things because they have to be done. They also teach an appreciation of certain limitations on choice as an essential feature of being part of a community that has varying needs, and help the child to develop skills that will help him master various situations as he grows in independence.

"Play Activities" on the other hand will help the child learn to organize and use leisure time. They provide the child innumerable opportunities to express feelings, thoughts, fantasies in a creative and stimulating manner etc.

b. Planning the Activities

Successful afterclass workers are those who take time replanning these activities on a daily, weekly and monthly basis. Those who neglect planning contribute to an impoverished dormitory life. Planning for leisure time has three important aspects:

1. Know yourself: what are you good at? Draw a list of activities that you enjoy; which of these activities can you initiate with the children; where do you need assistance etc.

2. Know your children: their needs, their interests, their limitations. Children should want to engage in these activities and enjoy them.

3. Know what activities are available: most residential schools have activities that are not easily apparent. Many resources are hidden under different categories and names in different departments. Have the interdisciplinary team draw a list of these activities.

It will be useful for the trainer to familiarize himself with the curricula on "Recreation" and on "Language Development" in Inservice Training for Afterclass Staff in Residential Schools.

There are many specific suggestions that will be of value to the trainer and his child care workers.

c. Supplies for Leisure Time Activities

Here is a partial list of supplies with which the afterclass worker can implement many worthwhile activities:

- Books
- Magazines
- Newspapers
- Record player and records
- View-master and slides
- An old working typewriter or two
- Games ---playing cards, board games (chess, checkers, etc.), puzzles
- Writing and drawing materials
  - Blackboard
  - Chalk
  - Pencils
  - Crayons
  - Magic markers
  - Tempera paints
  - Paper (lined paper for school work, newsprint, colored construction paper, colored shelf paper, crepe paper, colored tissue paper...)
- Scissors
- Paste, white glue
- Scrap materials
  - old magazines to cut up
  - a box of bits of fabric, felt, lace, yarn, rick-rack, ribbons
  - buttons, beads, glitter, sequins
  - bits of leather
  - scraps of wood
  - cardboard boxes, rollers from paper towels, egg cartons, plastic scraps, styrofoam balls
- Clay, plasticene, plaster of Paris
- Popsicle sticks
- Pipe cleaners
- Old newspapers to put under messy projects
- "Dress-up" clothes: including high heels, old evening gowns, junk jewelry, cowboy, spaceman, Indian hats and accessories
- Dolls, doll houses, jump ropes, sewing machine etc.
- Tool chest, tools, work bench, building set, toys, marbles, old broken clocks, radios, etc...

The Public Library and the school library may have many books on arts and crafts, how to do or build things. These books may be useful both to the afterclass staff and the children.

d. Availability of Resources

Remember that the DSD and his team of trainers are both facilitators and integrators. The trainer must facilitate the availability of resources to the afterclass staff. Here are some suggestions:

1. Have afterclass workers draw a list of activities on which they, as individuals, can be a resource to others.
2. Have a committee of afterclass workers list all activities that are desirable for the children without consideration of the constraints and limitations of the School. Have them comment opposite each activity:

---Its specific value
---Can it be led by the child care worker
---What supplies would be needed
---Where could these be obtained
---Need other departments be involved and how
---For what age children
---Where should it take place
---Should it be planned and scheduled ahead of time
---Should alternatives be considered in this scheduled activity

3. Work out a programmed activity model for different age-group children and have the entire team respond to it. Make sure you have a balance between "Work" and "Play" activity. Have you considered the resources of the Community Surrounding the School in addition to the School resources? Have you taken into account the intellectual, emotional and social needs? What provisions have been made to select these particular activities that would stimulate the children's competence in communication and language?

10. First Aid and Accident Prevention and the After Class Worker

Training in "First aid and accident prevention" is often neglected in inservice programs. If the afterclass staff is not trained in this area, the School is assuming an unnecessary risk. This area should not be neglected.

a. Accident Prevention

There are state and local regulations pertaining to safety standards that most Schools abide by. These regulations should be reviewed for the afterclass staff so that they become familiar with them. The School may have a "Safety and Security" unit that can help the staff understand these

regulations. An excellent and effective method consists in making a "Security and Safety" survey with groups of afterclass workers through

1. dormitories
2. kitchen - dining room
3. vocational shops
4. gymnasium
5. other buildings.

The "Surveyor -Instructor" will explain the reasons why certain precautions are essential. While the physical plant may meet all the required standards, the staff may be using the facility in such a way that hazards can be seen all around (ex: blocking fire exit doors, overburdening electrical wires, flammable decorations around light bulbs, etc.).

The importance of fire drills at different times and under different circumstances must be emphasized and the afterclass staff (and all others) must know what steps they must take. It is important for the children to learn how to behave under fire or other catastrophic conditions.

Other preventive measures relate to sharp objects, broken glasses, medications, detergent and other poisonous substances inadequately handled or stored.

The afterclass staff needs to become aware early in his training of these concepts and be required to make regular safety rounds. Some of the older children could participate in this while the younger ones could be taught the basic principles of safety in the environment.

Children are curious, adventurous and they like to explore their environment; they like to experiment with substances. While it is important to encourage these desirable tendencies, safety and precautionary measures must also be taught. The road to independence and maturity is full of risks but one need not make it unduly dangerous.

b. First Aid

People respond in many different ways to accidents and emergency situations.

It would be a good idea for the trainer to have the assistance of a nurse or a physician in the teaching of the afterclass staff in this area. Here are some suggestions:

1. In each dormitory, near each telephone have the following emergency numbers:

   ---Police

---Fire Department
---Ambulance Service
---Infirmary
---Physician
---Poison Control Center

2. The emergency procedures of the School must be clearly understood by all.

3. It is desirable to have a first aid kit in each living area.

4. In addition to the nurse, at each afterclass staff station (office), the following information must be available on each child:

---Blood type
---Allergies
---Allergies to medications (penicillin etc..)
---Special medical problems: epilepsy, diabetes, asthma, heart disease
---Telephone number of parents or guardians

5. Afterclass staff must know what to do in the following conditions:

---Severe bleeding
---Stoppage of breathing
---Poisoning

6. He should know how to take pulse and temperature.
7. The following topics should be covered in this course:

---Traumatic shock
---Wounds
---Bites
---Nosebleeds
---Fractures
---Splinters
---Burns
---Blisters
---Exposure to extremes of temperature
---Electrical injuries
---Epileptic seizures
---Signs and symptoms of common communicable diseases including gonorrhea and syphilis.

The following books would be of value to keep in each dormitory:

---The Mother's Guide to Child Safety by Bryson Kalt and Ralph Bass, Grosset & Dunlap, NY, 1971.

---First Aid Textbook by American Red Cross, Doubleday & Co., Inc., Garden City, NY.

11. Behavior Management and the Afterclass Worker.

Nowhere in the training of the afterclass worker will the trainer be confronted with the demands of daily realities and the training process as in the area of behavior management. The child care worker wants to know "what to do" with a number of "unacceptable" behavioral responses on the part of the children ---individual children and groups of children. He knows that whenever he does things instinctively he may be criticized and yet he knows he must act. This conflict between no action and action resulting in criticism leads to an undercurrent of anxiety and hostility toward administrators and professionals who expect him "to do a job" but "they do not tell us or show us how".

The trainer must be sensitive to the worker's dilemna and frustration. While it is true that the specific skills for effective and at the same time constructive intervention will take time to be acquired, some guidelines have already been set in a section of this manual.

The most explosive and controversial behavior management problems seem to be around:

---Bedtime behavior
---Waking up behavior
---Meal time
---Going to school
---Sexual activities
---Temper tantrums
---A number of antisocial activities: stealing, lying, bullying, using obscenities, etc.

Behavior management in these areas are complicated, very often, by the worker's own philosophy of how children should behave and tainted by a variety of value systems not often expressed.

To increase understanding of the children's behavior, it is suggested that the trainer use a combination of lecturettes, seminars, and case discussions around the topics of:

---Child development
---Concept of adaptive and maladaptive behavior
---Discipline
---Sex Education
---Illustrative case discussions.

The knowledge gained by both afterclass and inclass staff through such activities will serve as a framework for their interventive actions, and help them develop skills in managing behavioral problems in a way that will be appropriate to the child and the group. They will be able to make decisions that will have a rational basis. They will be more self-confident and less hostile.

a. Child Development

The trainer should find useful here the materials for an inservice training course on "Child Development and Management of Specific Behavior Problems". These are in Inservice Training for Afterclass Staff in Residential Schools and include background information, suggestions on how to present the subject matter, and reference materials.

b. Concept of Adaptive and Maladaptive Behavior

The concepts that were conveyed to the afterclass worker in the discussions of child development prepare for an appreciation of degrees of competencies that children have and that these competencies vary from child to child. The trainer should be able to impress upon the child care workers that in-born, familial, cultural, educational and experiential factors combine in determining a child's behavior. An intelligent child may function as a mentally retarded person if he has not been given, for example, sufficient opportunities to cultivate the potentials that his intelligence could assimilate. In the case of a deaf child, auditory inputs are severely limited and the child is that much impoverished if other means are not provided to make up for the deficit. It is not unusual, for example, to diagnose as mentally retarded or even as autistic a five year old deaf child if the parents and the examiner do not know that the child is deaf.

The child care worker must understand the fact that like himself, the child is continuously negotiating with the many stresses of his environment to fulfill his needs (physical, social, intellectual, sexual, cultural, ideals, etc.) In this process he uses his skills and his experiences. When reasonably successful in this effort, the child experiences a sense of pride, contentment, self respect and looks forward to other areas to conquer and achieve. He is more open and sensitive to what is going on around him. He seems to appreciate and live up to the general norms and standards of his environment without undue stress or anxiety. On the other hand if he is unable to negotiate comfortably and reasonably the various tasks in his environment for the fulfillment of his needs, then this child is less effective in his adaptive effort than the former child. It will be useful for the afterclass worker to understand that behavior is motivated and it has an adaptive purpose. When

behavior is counter-productive then we refer to it as maladaptive.

It will be useful to the afterclass worker to understand some of the following concepts:

Normal and Abnormal Behavior. To what extent are these determined by the values of the community and the persons evaluating a given behavior. Let the workers give examples. Discuss "pornography" as a controversial, value-laden topic to drive the point home.

Discuss the concept of "psychological defense mechanisms". What purposes do they serve? Correlate this through examples to adaptive and maladaptive behavior.

Show how some behaviors are expressions of conflicts and tension. This may contribute to the workers' appreciation of individual psycho-dynamics and may help them appreciate the value of insightful intervention with the children as opposed to abrupt authoritarian without taking into account the causes. Give examples about the behavior of a new arrival ---how this child may be aloof, withdrawn or even aggressive, how he may be expressing his anger at his parents who "abandoned" him, by attacking younger children or defying the adult staff. Use examples that will increase the workers' insight into their relationships with the children.

This is a good place to re-introduce the role that the clinicians (social workers, psychologists, psychiatrists, guidance counselors) can play in helping the workers and the children. Have the clinicians give specific examples that may illustrate how the same behavior in different children may have different causes and how important such an understanding is in their helping the child.

The instructor should not feel that he may be talking above the heads of the afterclass staff. They are usually quite interested in the riddle of human behavior. Have some literature around. Stimulate their curiosity. Respect their intellect so that they, in turn, will do the same with the children.

Remember that the model you set in your dealings with them is very important. Your actions will be closely scrutinized. You have to win them over. Remember they tend to be skeptical. Your leadership, your sincerity and generosity in giving to them is essential. You may not be able to make demands if you, yourself, are

not giving by what you are teaching.

c. Discipline.

Discipline is not punishment. It can teach the child new and healthier ways of behavior to replace old and maladaptive ways of behavior. This is done through the organization of the living arrangements, rules and regulations that are clearly stated and understood, individual and group relationships, education, specialized behavior management techniques and the entire complex of educational and clinical systems of the residential school. One also recognizes in this respect:

---that no two dormitories are alike
---that the handling of behavioral upsets will vary from one child to another, one situation to another (remember the section on defense mechanisms and the competencies of individual children)
---that one has to be practical and that any approach must meet the needs of the reality of the moment
---that allowances must be made for human nature, regardless how high one sets his goals.

Afterclass workers may give only lip service to this concept of discipline and resist efforts that favor individualization, favoring uniform, simplistic, and punitive authoritarianism. This is often expressed as "kids ought to know who is in charge here and that we are adults and they should know better than not respecting us".

The trainer has the awesome responsibility in sensitizing the staff to the causes of behavioral upsets. Any staff member can keep order through threats, fear and oppression. But this is not going to help children grow into healthy, trusting, kind and loving adults. The ultimate challenge to the afterclass worker is his ability to discipline in the context of a caring relationship. That this is not easy is understood by the trainer. And this is very difficult when one worker has 20 or 30 children, but it is possible if one is willing to invest in the child and be patient.

The trainer should address himself to activities that will prevent or abort upset behaviors that tend to become major management issues. Here are some areas that the afterclass workers could explore:

The arrangement of the living quarters: is there room for the children to keep their belongings separately or do they have tostore them in communal area? In this case stealing and damaging of each other's property becomes a discipline problem. If the worker has the key to the storage area, he will have to cope with many children wanting to get to their property and this may not always be possible; frustration, anger, etc. would lead to a management problem. The shoving, pushing and even stealing would be much less of a problem if children had sufficient secure space for their belongings. The trainer can follow up on this discussion: if child care worker is free from policing and managing a communal area, etc., he is free to cultivate relationships instead of administering things.

In this same general category explore the consequences of communal bathrooms with poor partitions: temptation for aggressive acting out, sexual acting out, bullying, etc.

These are a few of many areas that the trainer can explore. Remember that while responding to issues of discipline, the trainer also has the opportunity of reinforcing other programmatic features that were dealt with earlier. Integration of these different areas begins to make sense to the afterclass worker.

A discussion of "Permissiveness vs. Limit Setting" is called for. Many afterclass workers, because of lack of understanding of these concepts, tend to resent professionals and administrators. Setting reasonable limits provides children with a sense of security. Permissiveness, generally speaking, is accepting an age-appropriate behavior without much fuss even though such behavior may irritate an afterclass worker. Younger workers tend to appreciate this more than the older ones. A boy who is walking by a puddle will jump in it, enjoy the splash, get his clothes dirty; a child will look into a door that's ajar, pick up a stick and play with it, etc....

The worker who individualizes his care and then is accused by other children that "he treats so and so as a privileged character". Some of these points were touched upon in the discussion of groups.

Some more specific techniques could be dealt with:
---Removing a child from a trouble situation to allow for tempers to cool.
---Distracting the child and shifting the focus of a charged emotional interplay

---Use of Crisis Intervention in a separate quiet area with an adult capable of coping with very upset children
---Use of peer pressure
---Coordinating team effort and consistent approach by all toward a particular disciplinary program
---The withholding of rewards
---The importance of periodic review with the children of the rules and regulations. These should be in harmony with changing trends in the behavior and activities of children in the community at large and consistent with their values. At least the issues should be aired. This will enhance the sense of worth, independence of the children. Issues such as bedtime hours, weekend privileges and routines, smoking, dating, passes to go to town, dress regulations, etc., etc.

In specific instances, role playing could be an effective technique in teaching how one can go about relating to specific behavioral problems.

d. Sex Education.

This is one of the most neglected areas in the training of inclass and afterclass staff. Sex and sexuality are enveloped with misconceptions, distortion, and clashing values. It is important that the trainer be aware of this and address himself to the issues frankly:

Psycho-sexual development:
---In infancy
---In pre-school and early school years
---In latency
---In pre-adolescence
---In adolescence

Explore with the staff issues of
---Masturbation
---Group masturbation
---Boy-girl making out
---Pregnancy
---Marriage
---Use of contraceptives
---Consulting with clinicians and child's parents.

It is helpful to coordinate discussion with appropriate reading. Eleven excellent study guides (50¢ each) are available from SIECUS Publication Office, 1855 Broadway, N.Y.C.

With this general theoretical background the trainer and the workers can then begin discussing special cases. These could be from their actual experience as well as from the case studies with discussion guides found in the book of readings, Inservice Training for Afterclass Staff in Residential Schools for Deaf Children.